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THE
SMITH ALUMNAE
QUARTERLY

INDEX

VOLS. I, II, III, IV, V

NOVEMBER, 1914

INDEX OF VOLUMES I-V OF THE SMITH ALUMNAE QUARTERLY

EXPLANATORY

In addition to the usual abbreviations, the following are used:

A. C. A., Association of Collegiate Alumnae.

S. C., Smith College.

S. C. A. C. W., Smith College Association for Christian Work.

In the case of married alumnae, all entries are put under the married name, but reference is made from the maiden name and the class designation is given under both headings.

In the case of members of the faculty who are alumnae of Smith College, entries have only the class designation appended, without reference to position; all other members of the faculty (except the President and the President-Emeritus) have (f) after the name, also without reference to rank.

To keep the Index within bounds, most entries forming a regular feature of each issue had to be omitted. Consequently, notices of Concerts; Lectures; Speakers at Vespers; items concerning Campus changes; College Choir; Debates; Dramatics; Elections; Gymnasium and Field Association; Press Board; Registration statistics; S. C. Monthly Board; S. C. Weekly Board; as well as Faculty appointments and resignations and Trustees' Meetings will be found under the heading "News from Northampton" in each number of the QUARTERLY.

Under the Heading "The Alumnae Association," also in each Number of the QUARTERLY will be found accounts of The Alumnae Council; The Committee of Five; the Office Report of the Association; the Report of the QUARTERLY Board and the Reports of the President, the Secretary, and the Treasurer of the Association.

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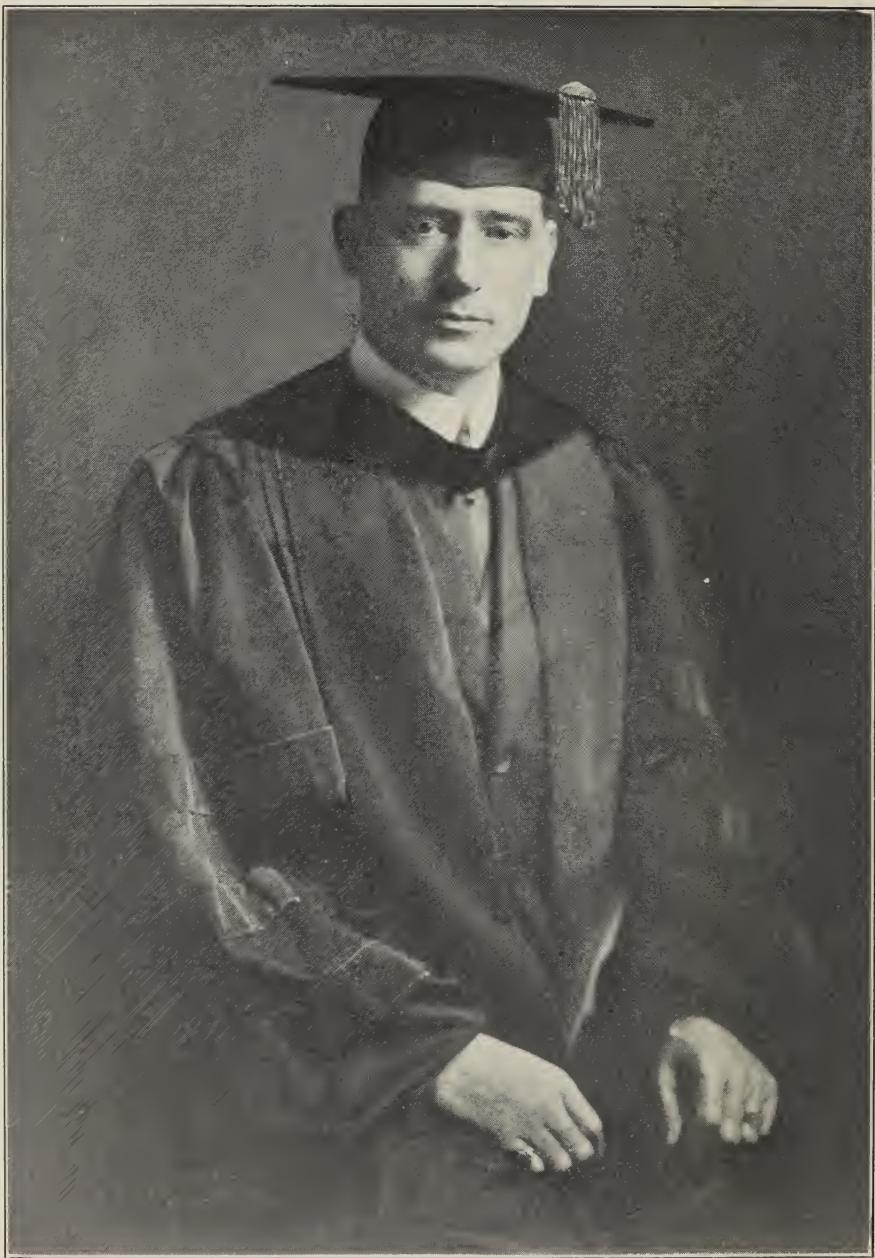
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PRESIDENT BURTON

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INAUGURAL ADDRESS

MARION LEROY BURTON

The occasion which has brought us together suggests the general field of thought with which we must deal. We are all concerned with the work of the American college. But its aims are so diverse, its problems so complex, its methods so varied, that it becomes necessary to select some one aspect of the subject for treatment. A needed emphasis upon one phase of the college question determines our precise line of thought. In any search for the paramount duty of the college, we come inevitably to a consideration of the student. Without minimizing other significant factors, we must candidly admit that the student does not exist for the college but that the college as such, exists for the student. It seems appropriate, therefore, that we should concentrate our attention upon the subject: The Student's Place in the College.

It becomes necessary for us to formulate as definitely as possible our conception of the aim of the college. Not until we are aware of the ends sought in our institutions are we able to determine the true place of the student. Speaking of the American college in general, what do we conceive to be its fundamental purpose? We distinguish several factors. With a mere mentioning of the demand for the conservation and development of the physical well-being of the student, important as that is, we pass at once to a consideration of the intellectual aspect of the aim of the college. It is necessary to distinguish clearly the college from the university. It is not primarily a place for scientific research, original investigation, and advanced specialization, but of broad culture, liberal education, and general orientation in various fields of knowledge. Its primary aim is broad scholarship rather than original contributions to knowledge, its emphasis is upon personality rather than upon research. But this does not mean that the university ideal is ignored. The primary aim is broad intellectual culture, the secondary purpose, if the former is to be realized, must be a true and worthy emphasis upon the spirit of research and the worth of original investigation. While according first place to broad cultural training, the spirit of scholarly investigation may

and must be exalted by the efficient college of the present century. Acknowledging frankly the paradox which is involved in this dual aim, nevertheless, it becomes the work of the college to enable the student both to secure a wide acquaintance with the world's knowledge, and to acquire a compelling interest in some particular field of thought. This is necessary to avoid the narrowness and barrenness resulting from premature specialization, and to escape the shallowness and indefiniteness of general knowledge. But beyond this ideal for the content of knowledge, the college should aim to develop in every student the scholarly spirit, and should endeavor to establish the habit of independent and original thought. The student of to-day must acquire the power to think and to pass judgment upon the results of his own work and that of others. The underlying principle of his intellectual life must be an unbiased search for truth in all fields. In the realm of the mind, nothing is to be feared more than error, nothing is to be sought for more eagerly than the truth. Whatever other large and important functions the college may exercise, it must aim at scholarship. Low educational standards, failure to give the student both wide knowledge and a love for the spirit of learning is contradictory to the very genius of the college.

But all recognize that this emphasis upon scholarship is not intended to qualify the statement that the ultimate aim of the college is character. The graduate school rightly emphasizes scholarship and research. The college has the important function of producing manhood and womanhood. This is its supreme task. Knowledge without character is a menace to society. The college, therefore, rightly aims to inculcate the fundamental virtues. Moreover, with the student's developing knowledge, it must aim to give him a world-view, a philosophy which will enable him to adjust himself to life. He must be led to feel the inspiration and dynamic of religion presented in its broad and reasonable aspects. But above all, and as a result of all, the college must aim at the conquering of the most difficult phase of character building, that of transmuting knowledge into action. The Socratic doctrine that knowledge is virtue is true only in a partial sense. Knowing is not doing. A willingness to act, an eagerness to perform, an enthusiasm for achievement, these must be implanted deep in the characters of our youth. The diffusion of knowledge is an important task, but the impartation of inspiration which transforms knowledge into action is the highest service. Just here lies the supreme mission of the college.

But thus far we have been too subjective. What is the ultimate meaning of physical vigor, of mental acumen, and of sterling character? Is their goodness purely intrinsic, or is it good *for something*? Surely our aim for the college will assume vital significance only as we view it in the light of its objective aspects. Is all our college training, therefore,

to become vocational? With all the worthy emphasis that is being increasingly placed on the need of utilitarian education, it must be emphatically said that the college is not a technical nor professional school. In the German universities, the Philosophical Faculty has assumed a quasi-professional function in that it serves as a training school for future teachers in the Gymnasia, but this has in no way interfered with or altered its fundamental aims as a school of research or as a preparation for students entering the professional schools. Just so the American college may find a partial solution at least for the vexed question of a supposed conflict between vocation and culture. With the opportunities opened through a wise use of the elective system, it becomes quite possible for the student to make his college course thoroughly cultural, and at the same time contribute distinctly toward actual efficiency in after life. Culture and power are not necessarily opposed to one another nor need they be sought entirely in chronological order. They are not mutually exclusive. The college, however, is the place for laying broad foundations and for acquiring general culture, not for preparing specifically for a vocation or equipping oneself definitely for a profession.

In our search for the objective factor in our training have we returned to our original subjectivity? Not so. Life is more than toil. Our aim must be to educate the individual student *for something* or we fail. That such a something exists in this American democracy is apparent. We live in a critical period of our national life. The unprecedented accumulation of wealth, the consequent presence and increase of luxury, the appearance and growth of a leisure class, all suggest a serious problem. Our youth in all grades of instruction must be trained to conserve the best interests of our nation. Adequate knowledge of our history, clear conceptions of our fundamental traditions of democracy and freedom, ready ability to discern forces which make for the destruction of these ideals, and willing purpose to attack these destroying forces, these must be the aims of our education. America, peculiarly dependent upon the character of her people, demands to-day that her youth be equipped to maintain our national stability, to give permanence to our institutions, and to serve her by wise leadership. The importance of the social aspect of education, therefore, cannot be overestimated. If any truth needs emphasis in modern education, it is that personality is social. We aim to develop the individual student for efficient service as a citizen. We train our youth for the nation.

But again we have not completely stated our aim. National boundaries are purely arbitrary. It is worthy to train students for national permanence, but the true principle of democracy transcends narrow nationalism. The student must be universalized in his outlook;

and sympathies. He must become a citizen of the world and a defender of the cause of world-wide humanity. Narrow provincialism, sensitive nationalism, blind racial and religious prejudices must be banished. The beauty, the truth, the goodness of the world and of humanity must be recognized beneath the externalities of other peoples. The youth must become at home in all ages, in all countries, with all peoples, recognizing the universal demands of truth, and justice, and social service in the presence of all human need.

But in our statement of the aim of the college we must recognize that to-day we are particularly concerned with the education of women. This, however, need not make us blind to the truth that there are large common elements in the education of men and women. True education is directed toward personality rather than sex, toward human beings rather than men and women as such. An objective and independent order of truth in all fields of human knowledge must meet the rational requirements of both. The area in which their mental needs are identical is much larger than the area in which they are different. Again the graduates of the men's and women's colleges are to live in much the same environment. They enter the same collective life, enjoy the same country, accept the same traditions, obey the same laws, conform to the same customs, and struggle against the same social conditions. But above all, in the realm of character where we find the supreme aim of the college, we utterly repudiate a dual standard of virtues for men and women. Justice, integrity, and veracity are not conditioned by sex. How apparent then that the college for women, as an integral, natural, and significant part of the educational world, is rightly concerned with the general aim of the American colleges.

But a frank recognition of the common elements of our task only increases the necessity of a clear demarkation of the distinctive and unique field of the women's college. Experimental psychology in recent years has cast much light upon the fundamental differences between boys and girls. In matters of apperception and memory, in reactions to environment, in recognition of social distinctions, in the content of their conversation, in rapidity of development, and in various other respects, boys and girls show differences which the modern educator must recognize. With the dawn of adolescence still greater differences are apparent. The girl responds chiefly to social, artistic, and intellectual demands, the boy delights in acts of physical prowess, and manifests strong combative and aggressive tendencies. All of these indications give promise of fundamental differences in the man and woman. Her unique qualities of strength are manifested in a peculiar ability to struggle patiently with details, in an unfailing willingness to toil at a given task, in a generous sympathy and instant responsiveness to all forms of human need and

suffering, and in a clear, strong conscience which urges her to the full utilization of her physical strength. The significant fact to which we come is simply this: Appearing in childhood, developing in adolescence, and coming to full fruition in adult life we must recognize fundamental and eternal differences between men and women. The recognition of these differences, however, does not carry the inference that man is superior, and that woman is inferior nor vice versa. Differences are not defects. It is no more discredit to a woman that she is different from a man than it is a dishonor to a man that he is different from a woman. We simply stand in the presence of one of nature's unalterable decrees. Rather let it be proclaimed that woman's distinctiveness is her glory, that woman's uniqueness is her birthright. If we search for the blessings which make life worth the living, we find them embodied in noble womanhood. Sympathy, service, sacrifice, these have been her contribution to the world. They are life's richest blessings. Any agency, therefore, which fails to recognize the distinctiveness of woman, which looks upon her differences from men as indications of her inferiority and inequality, deserves to fare ill at the hands of men. Stated positively—the precise aim of the woman's college is to differentiate the womanly ideal from the manly and to strive in the noblest sense to deepen rather than to decrease the differences between men and women.

But again we are met at a particular college for women. We may therefore appropriately ask—What are the characteristic features of the aim of Smith College? In a sense every institution should be unique, and serve some purpose which is peculiarly its own. The clear ideal of the founder and of her pastor and adviser, in whose mind the plan for the college was originally conceived, was that this institution should be a Christian college, affording advantages for young women equal to those offered to young men in their colleges. Its builder has consistently recognized this purpose, and in addition has sought in every possible way to differentiate the institution from the men's college, and has permeated the atmosphere of the school with an irresistible demand for genuine womanliness. From the first this college has been free from slavish submission to the traditions of men's colleges. It has aimed in a natural and rational way to create a college life in which intellectual womanhood could thrive. Recognizing clearly the dependence of the college upon the ideals of the nation, a thoroughly democratic student life has been encouraged at all times. The aim has ever been to estimate the individual student not by the fictitious values of an outer world, but by the rational standards of scholarship, of character, and of personality. The aim of Smith College can be stated in no better terms than those which appear upon its seal,—“To virtue knowledge.” In the motto, emphasis is rightly placed without minimizing either factor. It is the clear recogni-

tion in the work of the college of the supreme place of character and the vital importance of scholarship.

If, then, in concluding our statement of the aim of the college, we should endeavor to summarize it in a sentence, we would say that the supreme aim of the college is to equip the individual student with a body that is virile, with a mind that is stored with facts and trained to judge and to think, with a character that is grounded in virtue and eager for action in the life of the nation and the world, and that the distinctive task which the woman's college must add to this aim is ever to differentiate the ideal of woman from that of man, and thus to increase rather than to decrease the differences between men and women. In a word, all that has been said simply amplifies the conception that the supreme aim of the college is to give to each student the largest possible equipment for efficient service in life.

Clearness of aim is absolutely essential to efficiency in any field. But this is not all. Our task is the realization of this aim in the presence of certain facts. For good or ill the field has already been occupied. We need not start *de novo*. Others have labored, and we enjoy the advantages of the facts which their experience has produced. Moreover, we cannot start *de novo*. Problems exist. Therefore in any adequate conception of the college task, we cannot pause with the formulation of its aim, but must recognize the presence of stern facts in which are to be discerned elements both of strength and of weakness. The complexity of these facts almost defies analysis, the variety of forces which are in active co-operation is wide, but the problem which they produce is distinct. When these facts have been placed over against our ideal then we will be prepared to consider more specifically the place of the student in the college.

It is of vital importance, by way of general consideration, that we determine clearly our attitude to these facts. Here we confront the whole problem of conservatism and radicalism. The question has existed in all ages, and the terms involved are purely relative. That which is old often assumes a striking air of modernity, and that which is new speedily becomes old. In determining our attitude, let it be emphatically stated that any man's greatness is measured by his respect for the past. Every age has had its truth and has stated it in its own terms. Because men of different times formulate their truth in differing terminologies, there is no occasion for one age to underestimate the truth of another. There is no truth save as it is truth for us. It becomes, therefore, the duty of each succeeding generation to experience and to formulate its truth, and in doing so to search eagerly for the meaning of the utterances and the actions of other generations. In our attitude to the past, therefore, our first task is to recognize the truth which it expresses, and our

second duty is to accept willingly our responsibility and discern the imperfections of the old. No age is perfect. Our duty arises out of the imperfections, inadequacies, and inaccuracies of preceding generations. Loyalty to the past demands of us that we conserve its truth and conquer its error. The same standard must be applied to the new. It must neither be accepted nor rejected because it is new. Its worth is not determined by its age. Truth knows no time distinctions. The only test that may be applied with reason and with justice is the test of worthy and permanent satisfaction in experience.

We will find a further indication of the true attitude to these facts when we recognize what is involved in all life. Life is action. Stagnation is death. Only as we adjust ourselves to our changing surroundings do we live. Even granted that a finite life or an institution were perfect to-day, it would be imperfect to-morrow. Life is a rejection of the satisfaction born of attainment. All life involves either progress or retrogression. Change is a necessity. The new must not only not be rejected, it must be expected if life and not death is to ensue. This is the truth of all life whether of individuals or of institutions. The college lives only as it responds to the life of the nation. What the decades may bring can only be judged by the past. It is astounding when one considers the extent and the rapidity of educational changes in America within a half century. No one could have predicted them. Consider the complete revision of courses of study, the full transformation of methods of instruction, the changed conception of ways of discipline, the altered spirit of the student body, the rapid metamorphosis of the teaching staff. All of these variations and many others are but manifestations of the life and vitality of the American college. Loyal to the truth of its past, open-eyed to the demands of adjustment to a changing national life, these characteristics have been the secret of the approved transformation of our higher institutions of learning.

In the presence of these general principles, let us pass to a brief statement of the facts involved in our problem. Elements of strength are at once apparent and afford no little encouragement. Our colleges have acquired large physical resources in the form of land and buildings. Laboratories, libraries, museums, and art galleries have increased their efficiency. Despite serious criticism, our higher institutions have retained the public confidence as is witnessed by unprecedented financial support both in the endowment of particular colleges and in the establishment of foundations benefiting the entire college world. As never before the faculties are composed of men and women inspired with a true devotion to their particular fields of knowledge. Graduates increasingly are manifesting their loyalty by friendly counsel and financial support. The colleges are rich in their history and their ideals. Above

all they are inspired with a thorough belief in the effectiveness of education and enjoy an untrammeled academic freedom. To-day as never before they are awake to their defects. In awareness of one's weakness there is strength.

The institutions for the education of women have even greater occasion for gratification. The actual experience of some four decades has quite vanquished the accusers. Serious charges against the education of women, based solely on *a priori* reasons, have vanished in the presence of indubitable facts. No one at this day questions woman's right to a higher education, nor is concerned over much about the effect upon her health of the actual work of the college, nor is doubtful of her mentality. The woman college student of to-day is no longer a pioneer. Women's education, if it has not already, may speedily pass from the state of self-consciousness. To-day we need only to chronicle its victories, not to contend for its prerogative. Moreover the epoch in which we live is distinctly favorable. In a very peculiar and worthy sense, woman is coming to her own. The movement is world-wide. Germany has given unrestricted educational opportunities to her women. England in reality is affording equal privileges, but at her most famous universities has grudgingly withheld the degrees. In France and Italy practically all limitations have been removed, and even Turkey is awakening to the realization of the truth that no civilization ever rises above the position which it accords to women.

But in our presentation of the facts involved in our problem, we must candidly recognize the elements of weakness. Current criticism of the college is so incessant and so vigorous that it cannot be ignored. Among the babel of voices we may distinguish certain predominating notes. One concerns the student life. It is repeatedly charged that a false emphasis is placed upon secondary things, that factors supposedly of primary importance are generally regarded by the student as the necessary evils of college life. It is pointed out that athletics and recreation, that literary and dramatic activities, and that social life in general have completely submerged the real vital work of the college. These activities, it is said, are followed by a train of evils which entirely subvert the aims of the institution. The gradual undermining of health, the inevitable transformation of normal freedom into undue license, the appearance of needless luxury and wasteful extravagance, the introduction of social discriminations and the perversion of the spirit of democracy, the destruction of any worthy student home-life, all these, with many variations, are the accusations against the present life of our colleges. If these charges are true, it is apparent that forces are in operation which utterly disregard the interests of the individual student.

Another criticism deals with the department of instruction. In a

sense, it is the same problem viewed from another angle. It is claimed that scholarship is underestimated, that the requirements of instruction are recognized in a purely mechanical way and not with eagerness and enthusiasm to utilize every possible opportunity. The student who studies is popularly supposed to be an anomaly. This condition of affairs is said to arise from the failure of the college to provide proper means and methods of instruction. Much fault has been properly lodged against an unwise, indiscriminate, haphazard use of the elective principle. Much just criticism is passed upon the crowded lecture room with its presentation of material in a quite impersonal manner. A vitally significant and fundamental accusation is urged against the absence, in a large degree, of all personal tuition. The failure to recognize, as fully as possible, individual student differences and to endeavor to meet their varying intellectual needs is the most serious charge against our methods of instruction. We are attempting to do for the mass that which can only be done for the individual. We have failed to grasp fully the significance of the place of the individual student in our college.

Likewise the department of administration is condemned for its lack of organization and its failure to apply the accepted principles of business methods. The almost total absence, especially in women's colleges, of originality in educational experimentation is decried. The false emphasis which has been placed upon buildings, the eager desire for more effective equipment, the exaggeration in colleges of the method of research with the possible diverting of funds to graduate school uses, the insatiable desire for quantity rather than for quality, the numerous symptoms of megalomania, the consequent gregariousness of many of our larger colleges, are all indications that the welfare of the individual student has been somewhat neglected by the officers of our institutions of higher learning.

Any complete recognition of the facts concerned in our college problem will not forget the outside world. There are potent extra-mural forces which greatly augment and seriously condition its efficiency. The college cannot and should not live a totally isolated life. The general standards of the day, the ideals of our current civilization, the broad culture of the nation largely determine the possibilities of the college work. A student coming from a home and an environment where ideals of luxury and leisure prevail may find it difficult to adjust himself readily to the work of the college. The youth trained from childhood to recognize the social distinctions of adult life, cannot at first sympathetically comply with the demand for democracy. The father or mother, often unconsciously, is the most serious enemy of the student and the most difficult problem for the college. Thoughtless of its requirements, unwisely sympathetic with the weaknesses of the son or daughter, the

parent sometimes exerts an influence which tends to undermine the effects of the college training and to rob the student of the very experiences which would contribute most largely to the development of character. If, as some of our foreign critics maintain, superficiality is our most serious national vice, it at once becomes apparent how difficult it is for the college to establish habits and methods of thoroughness and efficiency. Unquestionably these outside influences must be reckoned with in any analysis of the college situation.

In view of these internal and external facts, it is not astonishing that from loyal laymen and earnest educators comes the demand for a careful examination and a possible reorganization of our colleges. A consideration of the facts reveals that continuous adjustment to the changing needs of American life is necessary, that our heritage holds much inspiration, but that present day criticism points unquestionably to the failure to recognize fully the demands of the individual student.

We now have before us the formulation of our aim and the statement of the facts in the presence of which we must attempt its realization. We see the chasm which exists between that which ought to be and that which is. That chasm shows us our duty. What shall be our method for bridging it? The statement of our aim and the analysis of the facts have both pointed toward that aspect of the situation which, above all else, needs emphasis to-day. Stated tersely it is simply this: Remembering that the highest aim of the college is to educate the student, and that the facts reveal a curious failure precisely at this juncture, then our method must be *an unqualified recognition of the supreme place of the student in the college*. Know the student. Study the whole college question from his point of view. Observe that all else, although much of it is of vital importance, is only the means to this end. To convert the means of life into ends is to fail. Our first task is to hold the instruments and secondary factors of college life in their true relationships and to utilize them for the supreme function of the college, that for which above all else it exists,—the fullest possible equipment of each student. Let it be said at once, and most emphatically, that this method always presupposes a full recognition of the common educational needs of all students, and likewise requires that every possible care must be exercised to avoid the slightest development in the student of a false consciousness of his importance. Let us apply this method to certain specific problems.

In regard to the matter of entrance requirements in America we have arrived at no entirely satisfactory solution. Examinations and certificates, or a combination of the two are all far from satisfactory. An examination is no adequate assurance that the student is equipped either mentally or socially for college work. The certificate privilege

is often subject to serious abuse. If a method of entrance to college could be devised which would relieve the secondary schools of many of the deadening evils incident to the present systems, and if in turn this should make possible a lessening by at least two years of the elementary training of our children, much would be accomplished for our educational system as a whole and enable us to do for our American youth that which the European systems are at present actually accomplishing. Such far reaching results are probably to be found in the adoption of some form of the method of college entrance now in vogue in some institutions which is based almost entirely upon a personal knowledge of the student's record, ability, and personality. Examinations and certificates are not to be discontinued, but they alone should neither admit nor exclude a student. Details of such a method need not be developed here, but unquestionably the largest hope lies in a more intimate personal knowledge of the student.

The question of the physical health of the students affords a peculiarly apt illustration of the necessity of the method under consideration. As is already practiced in many institutions, the only satisfactory method is a careful diagnosis by competent physicians of the bodily condition of each student. Physical instruction is then directed toward the actual needs of the student, and thus a foundation is laid for the largest possible efficiency in the work of the college. Athletics or recreations which are beneficial only to the few or disregard the physical needs of the individual are often more injurious than helpful.

But this method must grapple with even more significant questions. How shall we apply it to the college life? It must be of use here or it fails. One important phase of the college life problem is student activities. That there is a complete psychological and educational justification for the varied activities of college life to-day is perfectly obvious. Impression and expression must be co-ordinate. The hypothesis of psychophysical parallelism at least names, if it does not explain, a fact. That fact is fundamental for the educator. Activity is an absolutely essential prerequisite of inner development. Actual concrete experience is necessary for all vital training. The youth acquires no more than his experience makes real. Herein then we find the true educational value of athletics, dramatics, literary, and social activities. A college would be deprived of much of its best educational equipment should the student body decide to discontinue its activities. But it is against these very elements of college life that the most serious charges are brought. The truth imbedded in these criticisms is that these various undertakings must be so regulated that the best interests of each student are conserved. Such a result is definitely aimed at by specific regulations now being developed and put into operation by various colleges.

But regulations are inefficient unless they are the approved expression of student opinion. The experience of the American colleges in the matter of discipline and government is very suggestive. The wisdom of self-government within as well as without the college has been justified. In fact the former is a worthy preparation for the latter. Just so in regard to the excessive emphasis upon social and other interests. We must not forget that the student himself bears some responsibility. Environment is only one side of the life problem for every person in any sphere. Every man in every situation of life must struggle against his surroundings. While there is no wish to escape or to underestimate the responsibility of the college, there is the desire to require the student to meet fully his own share of the problem. In fact, the student has it largely in his power to make the college life precisely what it should be in many respects, and may become the most potent force in counteracting the negative and destructive factors of college life. When the student sees a little more clearly this aspect of the college problem in all of its ramifications, he will not long suffer its continuance. He can be confidently depended upon to accept fully his duty. It only becomes necessary to present it clearly to him. Responsibility is the price of freedom. If the student enjoys the one he will accept the other.

The same principle of according full recognition to each student will create a general college atmosphere which is wholesome and productive of happiness. When one considers the relative amount of time occupied by the general college life in contrast with the few hours spent in the lecture room, it becomes quite obvious that the importance of this question is rarely overstated. A spirit of true democracy will prevail where each student is judged not by the false standards of dress, or wealth, or family connections, or athletics alone, but by the natural standards of scholarly and literary ability and by largeness and genuineness of character and personality. The application of this method to the student home life will require the small, home-like dormitory such as has been the ideal of this institution from the beginning, in which the interests and welfare of each student are fully conserved. In short, where this fundamental idea is consistently and rigorously followed out, the general features and atmosphere of the whole institution will be conducive to the establishment of high ideals and standards of life for the individual. A sane and broad religious spirit will prevail. A full and generous freedom will be accorded to all. A general college life, that subtle atmosphere which defies logic and analysis, will prevail which will put the best things first and re-establish the true relationship among the present conflicting elements of college instruction and of college life.

But this method must be subjected to an even more vital test. How shall we apply it to the primary task of the college, to the whole field

of instruction? What service can it render in creating an intellectual atmosphere in which the true work of the college will thrive? Before stating positively what this method implies, let us approach it from a negative standpoint and see that it does not necessarily exclude certain other elements of vital importance to the work of instruction. We refer to the whole question of research. The American institutions of higher learning have rightly appropriated from the universities of Germany the spirit of scientific investigation. That dangers are involved here, especially for the college, is obvious. When a college professor comes to regard his teaching as a necessary evil to be endured, when he gives himself unreservedly to an effort to be original, when he is a slave to the aim of productivity at any cost, then he has ceased to be in reality a college instructor. But this extreme is by no means necessary. In fact, it is quite probable that the very best means of maintaining that virility of mind and vigor of personality, which are the indispensable factors of a true teacher, is to recognize definitely the secondary purpose to be a scholar in the truest sense, to carry on some active investigation, and aim to produce new aspects of truth in one's chosen field. Nothing can counterbalance this lack of scholarly vitality save possibly the very unique ability to create in one's students a genuine enthusiasm for one's department. There is no necessary conflict between true teaching and the spirit of research. If Germany conceives of her university professors first as investigators and secondly as teachers, if her university history is full of concrete illustrations of men possessing both qualifications, then surely the ideal is not an impossible one for the versatile American. In our undergraduate college the factors of the German ideal may be reversed and the teaching made primary and research secondary. In fact, each is quite essential to the other. Research insures faculty vitality, while teaching, the actual presentation of one's thought, systematizes it, robs it of possible inanities and extravagances, and reveals its inconsistencies. Is it not true that the desire to acquire knowledge and the purpose to impart it are both offspring of the love of truth? In the last analysis the question is purely an individual one and we would not presume to suggest what should be the attitude of any particular teacher, but speaking of the faculty as a body, its efficiency and vitality will not be diminished by the presence of some who distinctly set as their secondary aim the scholarly investigation of certain problems in their own field, definitely related to their work of teaching.

Closely allied to this question is that of the graduate school. A college is not a university. It is useless to duplicate in our colleges opportunities open to men and women alike at our best universities. It is unjust to the college to divert funds intended for its purposes to the

work of the graduate department. Nevertheless specific situations may arise in which graduate work in some one or more departments of a college could be carried on without disregarding any of these principles. If so, the college may reap large benefits. Nothing apparently seems so effective in raising the standards of scholarship both of teachers and students as the presence of a graduate school. Certainly nothing is more needed to-day by the American undergraduate college in its work of instruction than some incentive to high scholarship, some force which will create a life in which intellectuality is not tabooed. The influence of original research upon the vitality of the professor, and in turn the silent inevitable impress of his spirit and attitude upon the student, will do much for the college in lifting it to a higher level of scholarship. In some way let us endeavor to create a home for the true love of knowledge.

But after all, for the college, these matters are of secondary importance. Our method for solving its problem puts the first and foremost emphasis on teaching. What has been said of research and the graduate school has only been with that purpose in view. Our emphasis must be on the individual student, and the hope of restoring scholarship to its primacy. Experimental psychology has done much in showing to the educator the necessity of recognizing individual differentiations. The institution which endeavors to treat all its students as so much human nature in the mass, and declines to introduce a sane amount of individualization into its instruction, must inevitably fail of its largest effectiveness. In some way America must arrive at a clearer recognition of the intellectual needs of the individual student. The elective system, when rightly modified in accordance with widely current tendencies to insure concentration in some field of thought as well as to secure broad culture and to demand the unity of the entire four years' course, is of unique value not only for determining the true content and character of our courses and making possible the recognition of the demand for both cultural and vocational studies; but also for adjusting them to the intellectual needs and mental temperaments of each student. The Oxford type of personal tuition, where the tutor comes to know his student intimately, where instruction is often of a quite informal nature, where he knows the strength and weakness of his pupil's mind and character, where personal direction is given to each student's work throughout his entire college career, is not without its suggestions. Perhaps the lecture method in America has become too dominant both for the professor's time and the student's real mental needs. Intellectual life is not nourished by mere instruction. We may need to lessen the number of lectures and to increase the opportunity for the student to acquire a first hand knowledge of the use of the sources under the professor's personal direction. It may be wise to alter our system of

examinations, possibly by lessening their frequency so as to obviate the present disintegrating intellectual tendencies and to avoid unwarranted physical and nervous strain, and to introduce a real test of the general intellectual power and of the mental unity and coherence of the pupil. Such a result might be accomplished by a final examination only when all the courses to be taken in any one department are completed. We must endeavor to install some incentive such as the English universities apparently find in their Honor Courses and the resultant classification of the degrees granted. While Oxford's best colleges have excluded the "Pass" man and while the idea of "Pass" courses is in growing disfavor, the result which Oxford has achieved, by means of its Honor Courses and degrees, is most worthy of commendation. Foreign methods cannot and should not be taken over *in toto*, but their general features may afford suggestive material for our own institutions. Nothing seems more obvious than that America must arrive at some clearer recognition of personal relationships and of the individual needs of each student. It may demand larger endowments, more professors, and fewer students in any given institution, but if quality is to be preferred to quantity and efficiency to superficiality, the decision is not difficult to make. Years of constructive educational experimentation may be required to arrive at the satisfactory details for the application of such a method, but that some such far reaching demand exists no one can deny.

The positive worth of the application of this method becomes apparent when we recognize the value of hard work. Every person is equipped with a given amount of energy which must be utilized in some way. Student activities will assume their normal place, when the department of instruction, through a personal relationship with each student, supplies the incentive for genuine effort in the field of scholarship. There is no more certain cure for the evils and social excesses of college life than a wholesome amount of hard work done through real vital interest in, and appreciation of, a field of knowledge. The moral side of scholarly effort, likewise, need not be ignored. It is potent in character building. Intellectual accuracy, clear independence and originality of thought, genuine love of the truth are but the counterparts of veracity, honesty, courage, and loyalty. While specific teaching in matters of philosophy, ethics, and religion are of unquestioned importance, nothing is more vital in inculcating truth as related to life and in the consequent development of genuine character than just the methods of instruction which have been suggested. Personal tuition, adequate recognition of the personal equation, instruction directed as far as possible toward individual differentiation, these are the unquestioned means for increased effectiveness in college instruction. Another vital problem remains by which we must test this method. What is

its application to the administrative work of the college? Here again we may at first view it negatively and observe that it need not exclude any vitally important interests of administration and organization. The college administrator is inevitably deeply concerned with buildings, laboratories, endowments, and questions of instruction. These cannot and need not be neglected. But the college officer who fails to observe and to act in accordance with the observation, that all these concerns are but instruments for the realization of transcendent purposes, is doomed ultimately to fail of achieving the largest results. Perhaps no greater evil has beset the college president in this period of American education than to be absorbed unduly with institutional interests and to fail to see their true relationship to the aims of the college. Buildings and endowments are the necessary and important means for the realization of specific ends. To emphasize the former to the minimizing of the latter is to reveal a lack of clear insight and true prospective. Administration as well as instruction must recognize the individual student. This means, when given specific content, that reasonableness and justice will ever characterize its actions and policies. To be unreasonable and to be unjust is, in essence, to fail utterly to realize that one is dealing with persons and not with automata. To make perfectly clear that, whenever any phase of college life is either discountenanced or encouraged, one's attitude is grounded in sane and rational considerations, is to recognize the student as a person. To make it apparent that all decisions and awards are based upon a careful weighing of the full evidence of all the interests and obligations involved, is simply to accord personal recognition to those concerned. Such a method requires a minimum of rules, regulations, and statutes. Character is formed not by laws, commands, and decrees but by quiet influence, unconscious suggestion, and personal guidance. In a word this conception places the emphasis not upon the institution but upon the student, not upon methods but upon personality.

In conclusion, it becomes apparent, we trust, that all we have endeavored to suggest centers in the word person. If our consideration of the aim, the facts, and the method of college work has indicated that the greatest thing in it all is human personality, then we have not totally failed. To relate each person to himself, to others, to the universe, to God, to rob him of all isolation which is selfishness, to make him truly social which is goodness, this is life's noblest work. To the college has been assigned a large part in the effort to accomplish this result. We have no misgivings for the future so long as it endeavors to recognize the supreme place of the student, and strives to utilize all of its manifold and complex potentialities for the largest possible development of each personality committed to its care.



INAUGURAL PROCESSION

IN BEHALF OF THE FACULTY

HENRY MATHER TYLER

Mr. President, Ladies, and Gentlemen—It is with a certain feeling of proud diffidence that I present myself here to speak in behalf of the faculty of the college. We are a company made up of more than one hundred women and men, and each one has his or her full share of human nature, and if any one asserts that some of us have even more than the due proportion I am not prepared to dispute it. But I am impressed with the fact that it would be a bold man who would venture to hope that he could adequately represent such a company. I rather rejoice that as time goes on they will speak far better than I could for them, each for himself.

We are the most constant, and we try to be the most efficient part of the college. But we are, however, in a hopeless minority surrounded by a constituency made up from a class which has from of old had a wide reputation for success by gentleness and sweet reasonableness in ruling the world. It is quite possible that we are not always as efficient as we sometimes imagine that we are. But we are, students and faculty alike, one in our desire for that which is best for the college if we can only find it. We are, therefore, a community of many and diverse problems.

In our administration we are thus a company of many opinions. I hope we are not over opinionated. We all have different ideas but we can generally harmonize. We are one in our devotion to the ideals of the college—that women are entitled to the best which education can give and should be not a whit less what they are by nature. In subjection and subordination to this ideal we crave for ourselves a larger liberty, the privilege of asserting even our own individualities, of proving that our *facultas* is not mere *facilitas*.

With these ideals in mind we are glad to welcome our new leader, not as a master, but in a spirit of generous mutual comradeship. We recognize that a college, as the very name implies, should be a unit made up of many parts. We appreciate we must learn in every movement to keep step. And with this purpose in mind I am very glad to say to you, sir, on behalf of the faculty of Smith College—not that you go on to do for the college more than has ever been done before, but let us go on and let us go on together.

THE ALUMNAE GREETING TO PRESIDENT BURTON

MARY DUGUID DEY

With the shouts ringing in my ears of "Cheer, Cheer, Cheer for President Seelye," from thousands of enthusiastic Alumnae on that wonderful day last June, I come on this charming day in October to extend a most hearty welcome from these same Alumnae to our new president, Dr. Burton.

Up to this time we have known but the one president, whose paternal interest, manifested toward each individual Alumna, has made of us all one family of sisters. There is no way in which we can better show our devotion to him and to our Alma Mater than by pledging our loyalty to the one who has been chosen to carry forward the Smith College Standard to still greater achievement.

From every state of our beloved land, and from many a country across the seas, the thoughts of our Alumnae turn to-day in greeting to our new president. To me has been accorded the high privilege of extending their hearty welcome, bespeaking the high hopes we all have in you. We stand ready to do our part to help you to help the college, and we hope that you will test our loyalty by constant demands upon it.

"The little one has become a thousand"—the sixteen of that immortal first class which greeted President Seelye in September, 1875, has become the sixteen hundred of the college, the four thousand five hundred forty-seven Alumnae, the twenty-five hundred non-graduates who greet President Burton in September, 1910.

The Alumnae whom I have the honor to represent are widely scattered. Some of our members have gone to far distant lands to bear the message of love and enlightenment to darkened minds. Others have entered professional life, and have won success in literature, journalism, architecture, law, medicine, theology, and other fields. A much larger number have occupied positions of responsibility in educational institutions, where they have reflected honor on their Alma Mater. Very many have cheered the fireside, either in the homes of their parents, where they have ministered to them in their advancing years, or in homes of their own, where they have been devoted wives and mothers.

I strongly suspect that President Seelye has rejoiced as keenly over every Smith College home that has been established as over distinction won in more conspicuous fields of activity, even though the only degree added to the Alumna's name was one not recognized in academic circles—that of M. F.—Mater Familias.

Our Alumnae have labored together to show their appreciation of their Alma Mater, and several substantial memorials testify of their devotion to it. The Phelps Memorial Library, the Alumnae Gymnasium, the L. Clark Seelye Library Fund, the Students' Building, the Library, this new hall, this beautiful organ are a few of the larger enterprises in which the Alumnae have had a conspicuous part. The hard work was all forgotten when we heard President Seelye call us "his beloved Alumnae, his joy and crown of rejoicing."

We are democratic, we enjoy a good time, we are ready to "Lend a Hand" whenever and wherever needed. We take our religion as we do our work and our play—normally—and few of us know just how to express the religious idea which is the inspiration of our daily lives. We are confident it is there, and that it was moulded and developed during our college years by the broad but vital instruction imparted by President Seelye and those associated with him.

We are all interested in whatever makes for the truest and highest advancement of our college, and are ready to coöperate that the loftiest ideal may be realized. This wealth of devotion and this willingness to serve our Alma Mater, I offer to you from the Alumnae, President Burton, with the hope that it may prove a source of strength and inspiration to you in this new task which you have undertaken, and to which you are bringing the strength and promise of your young manhood.

ON BEHALF OF THE STUDENT BODY

SARA C. EVANS

Dr. Burton:—It is my privilege to welcome you to Smith College in behalf of the members of its student body. In according to you this welcome I can also say for them that they hold in tender affection, high admiration, and sincere respect, the noble president whom you succeed. The traditions of Smith College will forever preserve the memory of him whose genius laid its foundations, whose wisdom guided its councils, and whose energy put its plans into execution. The "Open Sesame" to the hearts of Smith College is the name of President Seelye.

I am here to-day to pledge you the same affectionate loyalty we have shown him. The president of Smith College is the center around which all our interests revolve, from whom all influence radiates, and to whom all loyalty is due. The student body may change, but Smith College abides, and it is for the College itself, now and forever, that the student body, here and hereafter, pledge you this support.

I am not exceeding the bounds of propriety when I assert that the spirit of the student body is the heart of the College. The faculty in its wisdom may represent its head but the students in devotion represent its heart. That indefinable essence that we call the College spirit; the spirit that cannot be reasoned with, which must be reckoned with; the spirit which makes us loyal to the College, careful of its dignity, observant of its regulations, and proud of its triumphs, is the spirit of the student body.

The best part of any school is its companionships; for it is a community where individual values are tried out in the estimation of one's fellows, and one rises or falls by merit. Great is the value of knowledge; worthy is the accomplishment of the scholar, but the best part of a college career is that stern tuition in independent womanhood that one gets from the student body. It is a shaping for life, a compromise of all influences, a radiance that combines all colors.

And what is the spirit of this student body? We are here from all sections of our country. Therefore we are Americans in our sentiment. We are all women with a serious purpose; we believe in knowledge; we believe in wholesome athletics; we believe in Christian character; and we believe in Smith College. We stand for a wholesome, Christian, American womanhood, and we think it is the best type of womanhood the world over.

To our President Emeritus, the student body pledges a continuance of that devotion which has been accorded him during the many years when this College was in the making.

To our President we shall show a student body that "in well seeming ranks march all one way"; and we pledge our coöperation in working out the problems that will make the future of our great institution.

ORDER OF THE EXERCISES

HALF-PAST NINE O'CLOCK

The Formation of the Procession in the Library

Order of the Procession

The President and the President Emeritus

 The Governor of the Commonwealth

Representatives of the State and the City

 The Trustees

The President of the Alumnae Association

 The Speakers

 The Recipients of Honorary Degrees

Delegates from Educational Institutions

 The Faculty

Delegates from Alumnae Organizations

 The Students' Council

HALF-PAST TEN O'CLOCK

The Inauguration Exercises in the New Hall

Organ Processional—Marche Pontificale *Lemmens*

Invocation—The Reverend Laurenus Clark Seelye, D.D., LL.D.,
President Emeritus of Smith College

The Induction of the President—On behalf of the Trustees of Smith
College, The Honorable Charles Nathaniel Clark, A.M., Treasurer
of the College

The Response of the President

Addresses of Greeting—

On behalf of the State of Massachusetts—His Excellency Eben
Sumner Draper, Governor of Massachusetts

On behalf of Harvard University—Abbott Lawrence Lowell, LL.D.,
President of Harvard University

On behalf of the Faculty—Henry Mather Tyler, D.D., Dean of the
Faculty

On behalf of the Alumnae—Mary Duguid Dey, former President of
the Alumnae Association

On behalf of the Undergraduates—Sara Campbell Evans, of the
Class of 1911, President of the Students' Council

Anthem—"Lift Thine Eyes" *From Mendelssohn's "Elijah"*
The College Choir—

Lift thine eyes to the mountains whence cometh help. My help cometh from the Lord, the maker of heaven and earth. He hath said, Thy feet shall not be moved, thy Keeper will never slumber.
—Psalm 121:1-3

The Inaugural Address—The President of the College

Hymn—"O God, Our help in ages past"

Conferring of Degrees—The recipients of honorary degrees will be presented by Harry Norman Gardiner, A.M., Professor of Philosophy

Singing of "Fair Smith" by the College Choir

Benediction—The Reverend George Harris, D.D., LL.D., President of Amherst College

Organ Recessional—Marche Religieuse on a theme by Handel... *Guilmant*

ONE O'CLOCK

Luncheon for the Delegates in the Alumnae Gymnasium

A QUARTER BEFORE THREE O'CLOCK

Music by the College Orchestra in the New Hall

Hymnus	<i>Von Fielitz</i>
Menuet from E Flat Symphony	<i>Mozart</i>
Overture to "Der Freischütz"	<i>Weber</i>

THREE O'CLOCK

Addresses and Presentation of the Delegates in the New Hall

Addresses—

Mary Emma Woolley, L.H.D., LL.D., President of Mount Holyoke College

Ernest Fox Nichols, D.Sc., LL.D., President of Dartmouth College
 Cyrus Northrop, LL.D., President of the University of Minnesota

Music—Adagio from the Scotch Symphony of Mendelssohn—The College Orchestra

Salutations from Delegates—

Max Friedländer, Ph.D., Professor of the History of Music in the University of Berlin, Visiting Professor at Harvard University, 1910-11, as representing foreign institutions

Donald John Cowling, Ph.D., D.D., President of Carleton College, as representing American institutions

The Formal Presentation of Delegates

Organ Postlude—Allegro con fuoco from the Sixth Sonata... *Guilmant*

HALF-PAST FOUR O'CLOCK

Reception by President and Mrs. Burton to the Delegates and
Invited Guests in the Students' Building

LIST OF THE INSTITUTIONS REPRESENTED

University of Kiel	University of Michigan
University of Berlin	Massachusetts State Board of Education
American College for Girls, Constantinople, Turkey	Ohio Wesleyan University
Royal Victoria College, McGill University, Montreal	Beloit College
United States Bureau of Education	University of Rochester
Harvard University	University of Minnesota
Yale University	Tufts College
Princeton University	Haverford College
Columbia University	Massachusetts Agricultural College
University of Pennsylvania	Massachusetts Institute of Technology
Brown University	Vassar College
Rutgers College	University of Maine
Dartmouth College	Bates College
United Chapters of the Phi Beta Kappa Society	Swarthmore College
University of Vermont	College of the City of New York
Williams College	Cornell University
Bowdoin College	Boston University
Union University	Wilson College
Middlebury College	Carleton College
Hamilton College	University of Arkansas
Colby College	Wellesley College
Amherst College	Johns Hopkins University
Yale Divinity School	Association of Collegiate Alumnæ
Trinity College	Bryn Mawr College
Hobart College	Goucher College
Western Reserve University	Clark University
New York University	Mount Holyoke College
Wesleyan University	Barnard College
Oberlin College	Leland Stanford Junior University
Hartford Theological Seminary	University of Chicago
Marietta College	Rockford College
	Radcliffe College

Western College for Women	Clark College
Lake Erie College	New England College Entrance
The Women's College in Brown University	Certificate Board
Simmons College	Women's Education Association of Boston

OCTOBER THE FIFTH, NINETEEN HUNDRED AND TEN

It is with no feeling of hesitation that I have chosen simply a date for my title; for I know that to the alumnae of Smith College the meaning of this particular date is very plain. Since my return from Northampton I have said to myself many times, "how can I re-create that wonderful Inauguration Day so that all the alumnae who were not there may feel something of the added pride in all that Smith College means, something of the beautiful dignity, and the wide significance of the occasion that thrilled all of us who were there to our very souls?" And now that the time has come for the telling I still have not found my answer.

The day, just as a day, was so perfect that it was quite evident that the marvelous inauguration committee had not forgotten to make it quite plain to the weather man that nothing short of the bluest of skies and balmiest of winds would be accepted. In fact the inauguration committee had forgotten no smallest detail that might contribute to the dignity of the occasion or to the comfort and entertainment of the guests of the college. It is to be very sincerely congratulated.

The academic procession formed in the library and was most imposing. Never before has Smith College seen such a long line of dignitaries. They were in caps and gowns brightened by the various colors of the many degrees and institutions represented; and as they marched between two rows of white robed ushers to the main entrance of the new hall, the spectacle was one to inspire the most unacademically inclined mortal in the world. As Professor Sleeper began the Processional the audience, already assembled, rose and remained standing until the members of the academic procession had found their places on the platform. The Governor of Massachusetts sat in the center. President Seelye on his right, President Burton on his left, his staff directly behind him. The alumnae delegates, many guests of the college, and all the rest of the alumnae who had been able to get to Northampton were in the body of the hall. The undergraduates occupied the entire gallery,

and they were all in white! I should like to take this opportunity to say that the charm and dignity of our sixteen hundred undergraduates added very much to the success of that day of beautiful happenings. We alumnae were very proud of them.

We were proud of so many things! Proud of the beautiful auditorium and the magnificent organ; proud of our faculty; proud that the representatives of nearly every scholarly institution in our country and of some abroad were met together on our great day, and proud most of all of President Seelye—the man who has meant so much to each one of us, and President Burton—the man who will mean so much in the future, and whom we are so glad to welcome.

After all were seated there was a moment's pause, and then the presiding officer—Rev. Arthur Gillett of Hartford Theological Seminary—called upon the President Emeritus of Smith College to offer the induction. And President Seelye prayed. Need I say more to you who have heard him say, "Let us pray"?

The Induction ceremony was most impressive and is quoted in full. President Burton and Mr. Clark rose, faced each other, and Mr. Clark, speaking in behalf of the trustees, said:

"You have been chosen to fill the highest office within the gift of Smith College by its board of trustees—and have accepted the election and entered upon the performance of your official duties. It is fitting and customary to make public announcement of every such event and to install every such officer with due and proper ceremonies. We are gathered here this morning for these purposes. It is now my pleasant duty to transmit to you these insignia of your office:

"The Charter: This is the instrument under which the college derives and maintains its corporate existence; it was granted and conferred through the grace and favor of the commonwealth of Massachusetts; and, under its provisions—all the powers, rights, and immunities of the college are given, and all its reciprocal obligations, duties, and services are imposed.

"The Seal: From time immemorial man has been wont to ratify and confirm all his more solemn and important agreements and contracts by the use of a seal of some form or fashion; and it is to be noted that the relative position of importance of the seal has not as yet been lost—but that it still remains one of the most important tests in determining the regularity and validity of all corporate action.

"The Keys: The bearer of these has literally access to and control of whatsoever the college has thus far received—and figuratively, with their aid he may, at his own will and at all times, enter into the various fields of knowledge—and welcome there all seekers after wisdom.

"In the presence of this host of witnesses, by virtue of the power

conferred upon me for these purposes by the trustees of Smith College, and in its name and on its behalf, I hand to you the charter, seal, and keys of the college. Take these for what they are in and of themselves; and also take and assume the rights, privileges, and powers for which they stand in their representative and symbolic capacity—and which are now through them conferred upon and vested in you. Make every proper and wise use of all your capacities and powers for the true advancement of all the interests of education and of this college.

"We congratulate you upon this opportunity for service. The vision is a magnificent and inspiring one. The foundations have been laid and some part of the superstructure that shall be has been reared; but how much remains for other builders! Be not discouraged at the prospect. Yours must be the leadership and the initiative in all; and in much the decision will be with you alone; but you will always have the good wishes of all who are interested in educational affairs—and the unfaltering support and loyalty of undergraduates, graduates, faculty, and trustees. Hesitate not to ask freely for aid, assistance, and support as the occasion may require.

"I now proclaim you President of Smith College."

Mr. Clark gave the charter, seal, and keys of the college into President Burton's hands,—and the President responded as follows:

"I accept these symbols of office, I trust, with a full sense of the obligations and responsibilities involved. I solemnly pledge myself to do all within my power to conserve the resources, advance the interests, and maintain the ideals of Smith College. May the blessings of Almighty God rest upon the relationship thus publicly established."

Smith College never had an induction before; we trust it will be many years before she has another, but we are very proud of this one.

After the day was over someone said, "there were so many beautiful things happening all the time, so many tender, spontaneous expressions of feeling not down in the program, that one wanted to cry and cheer all in one breath," and she was quite right. Surely President Seelye must have realized anew that the college does indeed "love him very dearly," for every time his name was mentioned throughout the day there was a spontaneous burst of applause that would not be gainsaid; and President Burton must have known that that same college pledged him its affection and loyalty, for the mention of his name was greeted with no less sincere applause.

This by way of preface to the account of the addresses of the day, all of which were listened to with the deepest interest and appreciation.

Governor Draper of Massachusetts said in part:

"Smith College has been in existence thirty-five years. Starting in a small way, it has grown to a great institution, which has accomplished

a great work. The object of the college was to furnish young women with means and facilities for education equal to those which are afforded in our colleges for young men. It was not intended to fit a woman for any particular sphere or profession, but to develop her intellectual capacities so that she might be a more perfect woman in any position. These two great objects have been achieved to a remarkable degree, and that is glory enough for any institution.

"The life of the college has also been the life of your distinguished retiring president. Your success has been his lifework; and I can think of no happier old age than to be able to look back on a great work well done and successfully finished. The distinguished gentleman who is to-day to assume the office of president of this institution has a great and most pleasant responsibility. I doubt not that the successful record which has been made by his predecessor will be an inspiration to him for greater progress in the future.

"It is fitting that the Governor of Massachusetts should be present to-day at the induction into office of your new president,—not because of any qualifications that I may have to participate in these exercises, but because the official representative of the commonwealth of Massachusetts should be present at any function as important as this in the educational life of the commonwealth.

"We believe in education because we believe that the future prosperity of this state and nation depend upon the proper education of the young men and women of to-day. I have been very glad indeed to be here in my official capacity, and I wish this institution and its president great prosperity."

President Lowell in behalf of Harvard University spoke in part as follows:

"It is a privilege to offer here on behalf of the colleges of America a greeting to President Burton. It is a pleasure on account of the magnificent work that has been done by this institution, the largest woman's college in the world. Of late years attention has been turned strongly in education to training in all the professions and to technical studies. And it is well that it should be so. The power of any nation and the standard of life among its people depend upon a thorough knowledge of expert matters and upon the command of man over the forces of nature, and for this training in all the professions a thorough knowledge of applied science is essential. But all that alone will not make a nation great or its people happy. We need to cultivate also the refinement and the loveliness of life, the inspiration that comes in literature, in art, in history, and in nature. And we have learned that to do this we must educate not only our young men but also our young women.

"It has been said that the realm of woman lies primarily in the home

in the care of children. But if that be so it is not merely to make the home comfortable and to make the children healthy and well behaved; it is to make the home cultured and to give the children an ennobling and elevating sense of the things that are beautiful and worthy in life. More than in any other country in the world the education of both boys and girls is entrusted in America to women, and it is the college which decides the standard of the scholarship which they need for impressing at the most impressionable age the minds of the rising generation. The separate college for women has also the great merit that it teaches young women to value culture without making young men think that culture is something peculiarly feminine.

"It is a pleasure on behalf of the colleges in this land to thank you, President Seelye, for the great benefits that you have conferred upon our nation by building up and guiding this college so many years. It is a pleasure to bring their greetings to President Burton on account of the unbounded possibilities that lie before him in the future. No man at present can foresee the future of the higher education, and especially of the higher education of women, but the colleges of the country look to you with great expectations for the future of Smith College under your administration."

It is perhaps significant to note the stress laid upon cultural versus vocational education in all the addresses of the day.

The words of greeting spoken by Professor Tyler, Mrs. Dey, and Miss Evans are published elsewhere in the QUARTERLY. They were all good words to hear, and there was no loyal friend of Smith College in all that great audience that did not echo every word in her or his heart. To Miss Evans, especially, was awarded great applause. She spoke with great dignity and clearness, and she said very beautifully what we were all feeling deeply.

The college choir, one hundred strong, sat in the center of the gallery. The anthem was beautifully sung.

Then came the Inaugural address. Everyone has read it before this, and I need only add that it was listened to with the profoundest attention, interest, and appreciation. We were very willing to trust our college to President Burton before the Inauguration, and after hearing his address, undergraduates and alumnae alike felt doubly sure that that very real and dear possession—the ideals of Smith College—was safe in his keeping.

It was a wise provision of the program that allowed us to rise and sing. We needed to express ourselves in some very positive way, and how better could we do it than by singing our own hymn—"O God, our help in ages past"?

The ceremony attendant upon the conferring of honorary degrees

is always impressive, and on this occasion it was very inspiring as well. The audience showed by its spontaneous and sustained applause that it highly esteemed the splendid work of the candidates and was glad of the opportunity to do them honor.

Especially did Mrs. Julia Ward Howe appeal to the emotions of everyone. As she walked slowly and feebly on to the platform President Burton rose and with him the entire assembly. While the honorary degree of doctor of laws was being conferred upon her, the audience again rose; after Miss Bourland and Miss Adams had placed the collar bearing the colors indicative of her degree over her shoulders, one stanza of Mrs. Howe's own hymn—"The Battle Hymn of the Republic," was sung. It was a beautiful tribute—one of the many in which the day abounded.

President Burton conferred the degrees. Dr. Gardiner's addresses are quoted in full:

DOCTORS OF SCIENCE

Florence Rena Sabin—Bachelor of science of Smith College, doctor of medicine of the Johns Hopkins University, associate professor of anatomy in the Johns Hopkins medical school, who by researches into the structure of the brain and by important discoveries relating to the origin and development of the lymphatics has advanced in a measurable degree our knowledge of the human body.

Ellen Henrietta Richards—Bachelor and master of arts of Vassar College, bachelor of science of the Massachusetts Institute of Technology, and there for over a quarter of a century instructor in sanitary chemistry. By investigations into the explosive properties of oils and in the analysis of water, and by expert knowledge relating to air, food, water, sanitation and the cost of food and shelter, set forth in numerous publications and addresses, she has largely contributed to promote in the community the serviceable arts of safe, healthful and economic living.

DOCTORS OF HUMANITIES

Harriet Boyd Hawes—Bachelor and master of arts of Smith College. To distinguished achievements in the service of the humanities in laying bare and interpreting the buried secrets of two ancient civilizations, she has added also the fine devotion of the service of humanity in organizing and administering aid in camp and hospital to the sick and wounded in two recent wars.

Caroline Ardella Yale—For forty years teacher of the deaf in the Clarke School in Northampton and for twenty-four years its principal, who by sagacity and skill in work as arduous as beneficent has attained the highest rank of leadership among the oral teachers of the deaf in this country.

DOCTORS OF LAWS

Mary Emma Woolley—Bachelor and master of arts and doctor of letters of Brown University, doctor of humanities of Amherst College, president of Mount Holyoke College, who by a scholarly, dignified, and able administration has advanced the cause of sound learning and brought the fair name of a sister and neighboring institution into enviable repute among the foremost colleges for women in America.

Julia Henrietta Gulliver—Bachelor of arts in the first class graduating at Smith College, doctor of philosophy of Smith College, president of Rockford College; scholar and philosopher, she has labored for many years with patient energy and broad vision to promote and establish in her section of the country the best ideals of the American college for women.

Mary Whiton Calkins—Bachelor and master of arts of Smith College, doctor of letters of Columbia University, professor of philosophy and psychology at Wellesley College; learned and eloquent, clear and profound, her many and important contributions to philosophy and to psychology have won the recognition of scholars and institutions as well at home as abroad and secured for her a unique place among the students of those subjects in our time.

Jane Addams—Bachelor of arts of Rockford College, master of arts of Yale University, doctor of laws of the University of Minnesota, head and joint founder of the social settlement of Hull House; pioneer in the movement for social and civic betterment in our great cities; author of books of vital interest on subjects of social and political reform; doer of deeds that have set and established higher standards of citizenship; foremost representative of the new spirit of philanthropy which, guided by scientific knowledge and experience gained by practical dealings with actual conditions, engages the enthusiasm of pity not only in the task of alleviating misery, but in the larger service of increasing the positive values of human life.

Julia Ward Howe—Poet and patriot, lover of letters and learning; advocate for over half a century in print and living speech of great causes of human liberty; sincere friend of all that makes for the elevation and enrichment of womanhood; who having in former years “read a fiery gospel, writ in burnished rows of steel,” quickened in the nation the imperishable faith in the triumph of beneficent right and the ardor of sacrifice for its winning; to whom now in her serene, gracious, and venerated age, we offer felicitation and pay grateful homage.

Not two weeks are gone since Dr. Gardiner spoke these words. Mrs. Howe is dead. Smith College is proud that it was privileged to pay her “grateful homage” on one of her last days on earth.

The campus was certainly in gala array after the morning exercises. There were the sixteen hundred undergraduates all in white, dignitaries in cap and bright faced gown, and dignitaries in company attire, alumnae delegates very elegant indeed, and the rest of us who were just so happy to be there that we did not in the least know what we wore. Everyone strolled towards the gymnasium where luncheon was to be served to the invited guests. Kodaks snapped in every direction, and everyone visited just as hard as possible until the doors were opened; then the chosen entered in, and the rest kept right on visiting.

The President's small son and daughter were not the least important personages on the campus. It takes no farseeing alumna eye to prophesy who the future basket ball mascots will be! And when not on duty we hope that young Paul and Theodosia will like to play in their big new yard.

By a quarter before three the auditorium was again crowded, and the music of the college orchestra was listened to with great enjoyment and no little admiration.

The afternoon exercises were devoted to addresses and the formal presentation of delegates. There was the same close attention, the same hearty, spontaneous applause, and fine appreciation that characterized the morning program. The audience listened not only with its ears but with its heart and was eager to show its loyalty to all that is fine whenever opportunity offered. Therefore the applause was very frequent and never ill-timed.

Miss Woolley used no manuscript and was most enthusiastically received. She said in part:

"One cannot have a part in the closing of one administration, the opening of another, without the consciousness of standing at the meeting of the ways and feeling the inspiration of the past, the promise of the future. This is peculiarly true to-day. Looking back over thirty-five years gives a new realization of what may be accomplished in just half the span of a man's life, the three-score years and ten. Smith College has become so identified with the educational history of the country, has played so important a part in that history, that it is with something of a shock that we realize, many of us, how wonderful the achievement in less years than we have lived.

"A 'greeting' on such an occasion is only another way of saying a 'congratulation,' and the congratulation is a two-fold one. It falls to the lot of few men and women to see the work of a life as President Seelye has seen it. The recognition of that achievement must be very dear to him, but, after all, the real reward lies in the accomplishment itself. The very brick and mortar of these buildings, the trees and shrubs of the campus, must be significant; more than that, life itself

must have a deeper meaning because of the thousands of lives in whose shaping he has had a part. But to-day, Mr. President, it is to you that we bring our gifts. There are so many causes for congratulation that it is difficult to choose the one for emphasis. It is surely not the ease of the life that is before you—the woe pronounced upon them that are at ease in Zion certainly had no reference to the lot of the modern college president. And yet I am not sure but that that very fact is a cause for congratulation;—for the earnest man and woman, the twentieth century ideal of life is of something that will try the mettle, that will call for the best that is within one.

"As an inspiration behind the foundations of our New England colleges, was an ideal. Educational idealism, a passion for education, was the soil out of which these plants sprang—it was a part of the religion of the founders, for they were deeply religious. In the earlier days the pendulum sometimes swung too far. We are wiser, saner, better balanced to-day in many ways; are right in thinking that overstrain is not education, that the development of the whole man, of the whole woman, not of a one-sided intellectuality, should be the aim of our American college. The college life is less circumscribed, less bound by routine, more free, more joyous. Especially has there been a gain in the realization of the importance of physical health, that the sound body is as essential as the sane mind.

"We still have problems. Nor are we in danger of forgetting that fact, as long as the college and its shortcomings remain so popular a theme in current literature. The problems are more in number than two, but perhaps the suggestion of two is a sufficiently ambitious task for these few minutes. The first is a question of keeping 'right of way' for the intellectual interests of the college. The danger that confronts the woman's college is not that of 'excessive mentality,' as President Taylor once expressed it. Although our 'side shows' may differ somewhat in nature from the side shows which President Wilson had in mind, in speaking of the man's college, they nevertheless threaten to absorb more attention than the circus. This is not primarily the fault of the college;—it is rather that the college feels the influence of the outside life and its standards. Modern life has gained marvelously in breadth—it is sometimes a question whether it has not lost correspondingly in depth. Superficial thinking, snapshot judgments, too frequently characterize us as a people, and the colleges must withstand this drift, not be carried along by it. The college is the place for intellectual training, mental discipline, culture, the acquirement of knowledge, the education which comes from books, from the class-room, from the laboratory, from the contact of mind with mind. Side by side with this is a life whose charm those most intimately connected with the colleges realize

most fully, a life of varied interests, social and religious, as well as athletic and dramatic, spent in beautiful surroundings with congenial companionship, rich in the opportunities for culture which come from lectures, recitals, dramatic performances. Is it strange that parents and friends, as well as students, sometimes lose their perspective and think that simply to choose that intangible something which we call 'college life,' to live in an atmosphere of culture, with such inhalations as one's mental breathing apparatus may intermittently crave, is sufficient?

"The second problem is one of curriculum. No educational question is more conspicuously in 'the public eye' than that of vocational training, and its place in the secondary and even in the elementary schools, in the undergraduate as well as in the graduate college. The value of vocational training, of the skill, the expertness, the saving of time, of money, of energy, even of life itself, by knowing how to do, can hardly be overemphasized. But in every vocation the men and the women who are the leaders are the ones who can think. This is the 'bed-rock' of college education, and if we take our stand here we shall not be in danger of losing our footing in the shifting sands of opinion with regard to the place of vocational training in the undergraduate course.

"Do we need these leaders? In the home, the church, society, as well as in business, profession, politics, the same need of men and women who see life in the large, who can face problems and take their part in solving them, who can think a thing through. It is not necessary to agree in our definition of a woman's sphere,—to map out the same program for her vocational training;—even to hold identical views regarding equal suffrage—in order to concede that point. The thoughtless woman is the bane of the home as truly as she is the bane of society. There may be a royal road to culture—although I doubt it. There is certainly no royal road to thought. Enthusiasm for work—the legitimate work of the class-room and laboratory—the concentration of one's best powers upon the intellectual task, the use of the college life, with all its charm and fascination, as a means to an end and not an end in itself, the definition of recreation in terms of re-creation of body and mind and spirit, the conserving of subjects in the curriculum which experience has proved most helpful in the development of that power of concentration essential to thought,—this is the educational ideal which we must preserve in the face of increasing difficulties."

President Burton announced that although President Nichols of Dartmouth was unable to be present he had very courteously sent his manuscript. It was read by Professor Richardson and is quoted in part:

"It is a great pleasure to add the congratulations and felicitations of Dartmouth College to the many others which have come to Smith

College and President Burton on this occasion, so significant in the history of both. But I was warned by the authorities that I was to be brief in congratulations. I was wanted to speak on some educational subject and not at great length on that.

"It has long been proved that women can take a man's education and do a man's work. So inherently improbable is the converse of this statement that I have never even heard it discussed. The question still remains, however,—is a man's work the best work a woman can do?

"Men's colleges are coming more and more to be stepping stones to professional schools and professional life. In these days a man must become some sort of a specialist, if he is to earn his living with his head instead of his muscle. Thus the somewhat appalling question which confronts us in women continuing to take a man's education is,—are they all to become specialists too?

"A specialist's training produces a man of uncommon sense in certain directions, who is sometimes deficient in common sense in others. If there is one spot more than another where wisdom, broad common sense, poise, and a temperate conservatism are essential to the welfare of the state that spot is the home. If we lose these qualities there, one need not be a prophet to foresee the result.

"A man fits himself for one profession; a woman who marries must practice three. She must be housewife, mother, and teacher. The insistent need in all three callings is quickened perceptions, sane judgment, and alert sympathies.

"High administrative capacity is not so much tested by the size of individual transactions as by their number and variety. It is not so much bulk sums, as the mastery of small and complex details, which demands great executive capacity. I have far more confidence in any man's ability wisely and economically to administer a large rolling mill, for the manufacture of steel rails, than I have in his capacity to conduct a modest household on a limited income. If you consider the accounts of an average family through a series of years, and multiply the amount of each item by ten thousand, you will reproduce the accounts of a city department store. In fact, the most comprehensive advertisement of these universal establishments is that they 'supply everything needed in the home.' Few men have either the courage, or grasp of detail, to attempt to manage a department store, yet millions of women are managing homes, and it is more important for the future of the race that its households should be economically and wisely administered than that we should have well conducted department stores.

"In the training of women we must also remember we are educating not one generation but two, for most women will teach their own children, or other people's children. Now the moral and religious teaching,

or rather the lack of it, in our schools is causing thoughtful people the gravest concern. Perhaps the most important question in such discussions is,—how shall the Bible be presented to children?

"I believe the future of Christianity will depend in no small way on the solution of this problem, and I believe the wise solution of it lies in the breadth of the moral and religious training given in our women's colleges.

"A woman's education should not be narrower than a man's, it should be broader. A woman's career in the home should no longer be misrepresented as less important than a man's life in the street. It is more important; for the nation could do without the kinds of work which most men do and still be a nation, but if women cease from woman's work, the state must fall.

"Young women of Smith College, do not limit your ambition to the doing of men's work, but aspire rather to do what men cannot do: a woman's work. Do this, and future generations will rise to call you blessed and the world will applaud your independent choice."

Surely all persons interested in women's colleges will be provided with food for thought after listening to all the addresses of this day.

President Northrop of the University of Minnesota said in part:

"I esteem it a great privilege to be present on this interesting occasion and to take part in the exercises connected with the induction of a new president. Smith College has done so much for the education of women, it has been such a success as a college for women exclusively, that though it is comparatively young it has an atmosphere of its own, in some respects like that which hangs about the older universities of the country.

"I very heartily congratulate Smith College on the successful administration of its first president, Dr. L. Clark Seelye; and on the prospect of a coming successful administration under Dr. Marion L. Burton. I have enjoyed the acquaintance of both your presidents, Dr. Seelye when I lived East, and Dr. Burton when I lived West. I knew Dr. Seelye before he was called to the presidency of Smith College. He was born in Connecticut in the town next to my own birthplace. When I first knew him he was professor of English literature and oratory in Amherst College. He was a popular young preacher. When Smith College wanted a man to organize the institution and direct its course as president he was selected, and no one has ever seen reason to doubt the wisdom of the choice. The success which has attended him in his work here and the universal admiration and esteem in which he is held by the students and graduates of the college are just what I should have expected the brilliant young scholar and preacher to achieve, and

I very heartily offer to him my personal tribute of admiration and congratulation.

"In my western life it has been my fortune to know Dr. Burton as a scholar, a teacher, and preacher. I knew him first as the head of a flourishing institution of learning in western Minnesota. I have heard him speak in religious conferences in the interests of Christian education. I witnessed the interesting ceremony when his alma mater, Carleton College, with genuine pride conferred on him the degree of Doctor of Divinity. I have had the pleasure in my own home in Minneapolis of receiving him as a visitor and counseling with him respecting questions of educational importance, more or less related to his future work here, and as I recall what he has already done and realize what kind of a man he is with his wealth of Western virility and Eastern culture, I am moved to say that there is hardly any measure of success in his work here so great that I cannot easily anticipate his securing it."

Speaking of the higher education of women he said in part:

"The question which, naturally, one is inclined to ask is—what are we leaving out in the training of women that formerly filled up the years which are now devoted to the higher education? Did they get anything of value in those years in the laboratory of the home that the young women of to-day who do not spend much time in that laboratory never get, and in consequence were they better fitted for life in their own homes than are the graduates of our colleges to-day? I have no theory upon this subject. I noticed the other day in the *Outlook* a discussion of what a talented lady says: 'Technical training in the art of home making is not included in the curricula of the women's colleges, but my observation proves that the married graduates of Smith, Vassar, Wellesley, and Bryn Mawr have been so trained to think and work systematically that in their homes there is a nearer approach to the perfection of economy of time, and of money, and this with the idea of a well regulated home, than in many homes where the housewife has greater practical knowledge of cooking, but no head for system or the educational ability to direct even one domestic.' That is not enough. The college woman ought to be able to create the atmosphere of a well regulated home that would compare favorably with the home of the expert cook and have a head for system and the educational ability to direct one domestic. If we can only have the culture of the college and not sacrifice any of the old ties which made mother the dearest and sweetest spirit in the world, then the loving heart and trained mind can contribute much to the happiness of the home. And why should we not have this union of heart and hand in educated women if the education they receive has been of the right kind?"

"What kind is the right kind for women? Well, I would not train women with direct reference to future service in the professions as we train men. I would teach them all that the laboratory of the home used to teach them. I would have them understand how to make home comfortable and charming—comfortable first. I would teach women how to cook, and any girl graduate should know enough to be free from the servitude of that modern despot, the cook. I would cultivate the heart not less than the mind. With all these results secured I care not very much what the rest of the education is, provided it is good. Let it be whatever the student likes, and the woman graduate with a cultivated mind can be as domestic, as loving, as sweet as ever the untrained mother and sister were in the days when colleges for women were unknown, and more than that she can be a power for good because she has a cultivated, matured mind as well as a warm heart.

"Mr. President, I have a peculiarly personal interest in Smith College because so many lovely girls from Minneapolis have been and are students here, because the first graduate of the University of Minnesota to whom I had the honor to hand a diploma has been for years a teacher here, because the dean of women of the University of Minnesota is a graduate of Smith, because a recently appointed instructor in the University of Minnesota is a graduate of Smith, because I, myself, was fitted for college in Williston Seminary, and Northampton even in those days was classical ground of more than usual loveliness. We can judge the future by the past and so judging we can be sure that Smith College will in the years to come hold up the torch of learning so high as to illuminate our entire country."

The Mendelssohn Symphony which the orchestra played was much appreciated and by no one more than by Dr. Max Friedländer. In his words of greeting he paid the orchestra an especial tribute. Dr. Friedländer was so sincere, his military bearing and gestures were so indicative of respect and good will that he won a very particular round of applause. His greeting was as follows:

"*Mr. President, Ladies, and Gentlemen*—I should like to crave your kind indulgence for the imperfect manner in which I speak your great language and let my excuse be that this is my maiden speech in English. At the same time allow me to express my hearty thanks to you for the hospitable manner in which you have received me. I am the less reluctant to receive such a warm welcome, as I prefer to consider it as a return on your part for the inspiration and the pleasure which German science and German music has brought to you rather than as a welcome of a purely personal character. I feel deeply flattered at being invited to say a few words of greeting on behalf of the German, I do not venture to say, of my European colleagues, on this great and auspicious occasion here in Smith College, one of the oldest and most famous of all kindred

institutions of the United States. And I feel indeed proud to have this opportunity to speak in Smith College which is, as I may say, almost a household word throughout those German circles which are in touch with the great movement for wider culture of woman. The great progress that has been made during the last few decades in this direction in this country has aroused the greatest interest and at the same time the keenest feeling of emulation in all liberal and progressive minds of the Fatherland.

"We Germans feel greatly flattered at the great number of American women students who annually visit our educational and art centers, more especially Vienna, Berlin and Leipsic as our musical centers, and I could only wish that all German girls could visit Smith College, Mount Holyoke and other similar institutions of the States, thus making the acquaintance of an academic form of life which would seem to our less fortunate sisters and daughters a thoroughly ideal work. There is no country in the world where women hold such high positions as in America, and I was very glad indeed this morning to see one of the foundations of this supremacy.

"It is not my intention to detain you longer, therefore I will not speak more this afternoon, but I might mention that we Germans feel something of an unrequited love for your education of women. Let me add that some two weeks ago I received a wire from your Honorable Dean, and I showed this wire to our Prussian Minister of public instruction, and I was requested to convey to you, Mr. President, and to all the friends of Smith College his very hearty congratulations, his good wishes, with the assurance of the greatest sympathy towards your work."

President Cowling of Carleton College—President Burton's college—represented American institutions. He said in part:

"*Mr. President*—At a time when education is being given such wide recognition as it is in our country to-day, and is being regarded with so much confidence as our hope for the days to come, it is somewhat strange that at such a time the content and meaning of education itself should be the subject of so much controversy and dispute.

"I congratulate this institution on having worked out for itself so clear a conception of its own mission as is formulated in its latest official circular. In the annual *Bulletin* issued within the present year, I find this statement concerning the aim and purpose of Smith College: 'The college is not in any sense a technical school, but is intended to give women a broad and liberal culture, and, at the same time, to develop the characteristics of a complete womanhood. It is a Christian College, in that it seeks to realize in the lives of its students the highest ideal of personal character, as it has been revealed in the Christian religion.'

"There are forms of education and types of institutions in our country which claim little purpose in regard to the characters of their

students. Now there can be no objection to the special and technical training which many of these institutions give; it has value in its place and equips many men and women to earn a living. But the training aspect of education must not be mistaken for the whole. There has been a tendency in recent years to deny the educational importance of certain parts of the historic curriculum and to declare that there is no inherent difference in the maturing value of various studies. But mere declarations do not carry with them the proof of this contention. The only adequate test of the permanent value of any subject is the test of its bearing on the character of those who are influenced by it, and no single generation is able fully to apply this test or to pronounce a final verdict on the problem. In the field of human knowledge we find that truth everywhere becomes truth in the terms of character.

"I congratulate this college on having secured as its head one who by temper and training is so peculiarly fitted to take up the work of its builder and to uphold the ideals for which it was founded. And with equal sincerity I congratulate him whom we honor to-day on the opportunity before him to work out the purpose which has gripped his soul.

"In the life of every man and in the history of every institution some few days stand out above all others with peculiar significance and meaning. To-day is such a day in the history of this college and in the life of him who is now its head. We have to-day invested this new leader with the symbols of authority and have publicly proclaimed him the official head of this great institution. We have not allowed him to enter upon the privileges and duties of his high office without calling his attention to the field before him with its myriad opportunities yet undeveloped, and its multitude of problems yet unsolved.

"In the masterly address of the morning, he in turn has shown us how clearly he has grasped the situation and how well prepared he is to grapple with its problems.

"And now in order that we may complete and crown the day, it remains only that we should express what is in the hearts of us all, our sincere good wishes and hearty God-speed.

"President Burton—As the representative of the college which numbers you among its graduates, I bring to you our respect, and confidence, and admiration. As a fellow member of the class which shared with you the life of a great university, I bring to you our affection and our love."

"Speaking a word in behalf of the institutions of learning all over our land, I assure you that we welcome you as a leader among us. And now as these institutions shall greet you in the persons of their various representatives, it is with confidence in your strength of leadership, with faith in your ideals and purposes, and with warm good wishes for your success and that of the work for which you have this day been set apart."

A most interesting part of the program was still to come,—the formal presentation of delegates. When the time arrived Dr. Ganong addressed President Burton as follows:

"President Burton—Now that the exercises of your inauguration have been brought to a close and your induction into office is complete, it is my privilege to present to you the many delegates from institutions of learning who honor this occasion by their presence, in order that they may have opportunity to convey to you in person the greetings from the institutions they represent. First upon our roll come the foreign institutions, of which the oldest is the University of Kiel, represented by Ernst Daenell."

The delegates were presented in order of the age of the institution which they represented. They walked across the platform, shook hands with President Burton, and passed on. It was most interesting, and our hands were very busy applauding, while our eyes and ears were engaged in that fascinating game of "who's who." Suddenly something happened! When Dr. Richmond, of Union University—President Seelye's University—had greeted President Burton, he paused to shake hands with President Seelye who sat at the President's right hand. In an instant, the applause,—so hearty before,—increased enormously. One wondered at the surplus energy at the end of a long day of applauding.

Many delegates paid him the same tribute after that. President Burton turned to President Seelye and courteously invited him to receive with him, but President Seelye declined. It was a most unusual scene and a fitting close to the incomparable day.

I think that there are no words in which adequately to express all that the alumnae, and, I doubt not, the undergraduates also, felt of loyalty and affection for our college and for our President and President Emeritus. There is no question of a divided loyalty. The hearts of the alumnae of Smith College,—that Smith College that abides—are big enough to always hold President Seelye dear and to offer to President Burton their loyal affection and hearty coöperation in all that he seeks to do and be.

The tale is not yet told.—President and Mrs. Burton gave a most enjoyable reception to the guests. In fact they gave two; for when the students serenaded the President at his home after dinner, he and Mrs. Burton most graciously opened wide the door and invited them in. They went—two by two—in at the front door and out at the back, and every one of them was proud and happy.

Then there was the wonderful Boston Symphony concert. What a hall that is in which to listen to music—and such music! After the orchestra and the organ had thrilled us through and through, we went out into the night, and we said, "the great day is over." But it was not, and it never will be, as long as faith in the spirit of Smith College, hope for her future, and a great love for her ideals abide in the hearts of all those who have her dignity and honor in their keeping.

THE EDITOR.

LET US TALK OF MANY THINGS

THE UNINVITED GUEST

cordially, "Certainly, come in as an uninvited guest." I hesitated on the threshold, and then said I, "Ah, well, if I had waited to be invited last week, I should have missed a great thing," and I stepped in.

You see last week I went up to the Inauguration. No—I wasn't any sort of a celebrity or delegate, I was simply one of a great band of enthusiastic Alumnæ who couldn't stay away. There was a classmate of mine on the train from Springfield, and we chatted familiarly, until, as we stepped off the train, a smiling lady came up to us and said, "How do you do, are you invited guests?" My first thought was—"It's the S. C. A. C. W. and she thinks we're freshmen," and I shook my head and smiled pityingly, piteously (?). Not so my classmate! She admitted cheerfully that she *was* an invited guest; presented a ticket; and was thereupon snatched courteously from my side, and before my astonished gaze, was swept into an imposing cab and whirled up the street.

I sat down on my suit case and pondered! She was a delegate to be sure, hadn't I clapped vociferously at her election last June. But—before Inauguration had made her a delegate, 19—had made her a classmate—and was that to count for nothing on this festive occasion?

Apparently it was! When next I saw her, she was marching down the center aisle of the Auditorium with the other invited guests, arrayed in a befeathered hat and a trailing gown of silk; grasped importantly in her kid-gloved hand was another ticket.

When I asked the amiable hostess of this club-room whether I might come in, she said

After the exercises, I, clad in my simple white linen, plucked up courage to whisper to my one-time friend, "Will you come to Boyden's to lunch?" Conceive my chagrin when she produced still another ticket "mit from gold letters," this time even gilt-edged, and announced with becoming dignity, "I am an invited guest, and I lunch in the gymnasium." I stood abashed, and she smilingly passed within the portals, holding converse with other invited guests, some of whom were mere children when I owned my senior pin.

As for the luncheon—they say there were round tables, and place cards, and yellow chrysanthemums, and the glee club, and "all things grand."

Oh, ye Smith Alumnæ—just the ordinary-white-linen-Smith Alumnæ, well may you be proud of the invited guests you elected last June. Their gloves were long, their skirts were of silk; their smiles and their dignity nonpareil, and their passports were legion. Also, well may you be proud of the college that entertained them so royally. The inauguration committee is to be heartily congratulated for the incomparable way in which it conceived and carried out all details for the entertainment and comfort of the guests of the college.

And were we uninvited guests quite miserable and out in the cold? Indeed no! We wore no gloves, and we swished no silks, and our responsibilities were below the par even of freshman days. We roamed over the campus; we hobnobbed with John; we were so proud of our college that we had little thrills of pride up and down our uninvited backs, and even little catches in our Alumnæ throats. We *were* "uninvited guests" as far as cabs, and gilt-edged tickets (not to mention willow plumes and

silks) were concerned; but the faculty smiled on us, the committee gave us all the tickets that were left, the undergraduates courteously made us welcome, and we knew that "we belonged."

P. S.—That is why I have had the courage to come into this club-room as an "uninvited guest." Don't you see that the hostess can't formally invite everybody any more than the college could? But when people really *belong*, let them put on a simple white linen and—come in.

EDITH N. HILL, 1903.

LEADERSHIP IN COLLEGE The only reason that I venture to talk about leadership in college is that I have dis-

cussed the subject with so many college girls that I think THE QUARTERLY'S readers may be interested to hear what was said. When I was in college I talked to the Philosophical Society one night about the psychology of leadership, and in preparing this talk I asked about one hundred and fifty girls the following questions, "What persuaded you to vote for your candidate for Freshman president?" "What would induce you to vote for a girl for Senior president?" and, when I could persuade anyone to discuss the subject abstractly, "What makes a girl a leader, what gives her influence over a large number of girls here at college?"

I shall tell here the same things I told them, only I shall omit the statistics. For the Philosophical Society had to listen politely—even to the figures, but one can always toss a magazine aside. Besides, the statistics were not exact, for it was impossible to classify the answers. It is hard to decide whether a girl who says, "Oh, she must have lots of push and go," means just the same qualities as the girl who replies, "She must have self-confidence and executive ability."

The characteristic most frequently mentioned was "personal magnetism."

This phrase, I think, needs more exact definition; as it stands, it is suspiciously like saying that a girl is a leader because other girls follow her, or like the reply one girl made, "Why, she must just have the qualities of a born leader. 'Tisn't anything you can get, you just have to be a born leader."

The qualities mentioned next most frequently were those which denote a significant individuality, such as executive ability, self-confidence, energy, capability, ability to plan things well, and lastly plain nerve. These are only different names for qualities which distinguish a leader from a follower; for to lead at all a girl must have a significant individuality, must have a mind of her own, must not be swayed by public opinion. A crowd of college girls without a leader is just a mass of uncoordinated impulses; each one tries to carry out the business in hand, whether singing a Rally Day song, or planning Junior Frolic, in her own individual way. A leader must be able to organize these methods; she must have the ability to arrange the affair according to some definite plan, enough self-confidence to believe that this is the best way, and enough energy and executive ability to carry out her plan. Then, too, as one keen observer said, "Many girls lead, not so much because they know how to do things better than the rest, but simply because they have the nerve to put themselves at the head, and others simply follow. The sheep that jumps over the fence first may be the biggest mutton head of the flock, yet all the others follow him." These characteristics were most often mentioned by the people I questioned.

And this, I think, explains the paradox that the characteristics which are second in point of frequency, are almost the exact opposites of those which are first in point of frequency. For these are the characteristics which enable a girl to understand other girls, to enter into their plans and desires and to adapt herself to them; not the aggres-

sive individualistic qualities we generally think of in connection with leading, but rather those sympathetic qualities of adaptation which we more often mention in connection with following. Still, so the opinion of the girls declared,—to lead one must be able to follow. The names they gave to this quality were sympathy, adaptability, tact, breadth of interest, ability to inspire trust and confidence, knowledge of human nature. These characteristics are necessary because the leader cannot arbitrarily impose her ideas upon the girls, but must adapt her plans to their desires. Also these characteristics which enable a girl to understand the girls she is leading and adapt herself to them are valuable because no leader is so great that she may not receive suggestions and help from those about her, and the greatest leader is the one who knows best how to make use of what others give her. Emerson says, "Great power, one would almost say, lies in being altogether receptive, in letting the world do it all."

The quality next most frequently mentioned was personal attractiveness. Some stated that they did not necessarily mean beauty, but rather charm. Many girls qualified their answers by stating that they did not consider beauty necessary, but only accessory. Two girls did give beauty as the principal characteristic of a leader; and one girl remarked that she could never have any faith in the ability of a girl who couldn't pin her stock straight.

Democracy received exactly the same number of votes as personal attractiveness. At first I was very proud of this fact, for I felt that here we were upholding our ideals; that we desired our college to be democratic in spirit, and therefore required that quality in our leaders. But my pride received a sad blow when one girl, to my question "What would make you vote for a girl for Senior president?" answered, "Whether she spoke to me or not." I said hopefully, "Oh, you mean democratic?" "Not at all," she answered,

"I wouldn't care whether she spoke to other people or not, just so she spoke to me."

That suggested a new possibility, so now, before I indulge in any more proud content, I would like to know whether we mean by democracy a real democratic spirit, or only personal recognition. For if we mean the latter we are simply asking our leaders to perform the feat of the ward politician who remembers the name of every baby in his ward.

To the question, "Why did you vote for the girl you did vote for as Freshman president?" I received four answers. First, on account of her beauty; second, because she was a friend or an acquaintance; third, because the people in class meeting praised her and asked the girl to vote for her; fourth, because the house had pledged themselves to vote for a certain candidate. One girl told me that her house had so pledged themselves, and she objected to the principle of it, so she simply went chestnutting instead.

At the time someone suggested to me that college girls follow their leaders more blindly and impetuously than other people; that college training is such as to create followers and not leaders; that where so many people of the same age, sex and relatively the same interests are gathered together, it is inevitable that there should be a certain uniformity more conducive to following than to leadership.

I haven't been long enough in the wide, wide world to find out whether leadership is saner here. But the point is at least worth consideration.

ESTHER CRANE, 1910.

The great interest
A SUMMER'S EAVES-DROPPING of my vacation, spent at a summer hotel on the Maine coast, has lain in what a small boy once called, "eavesdropping." One window of my room opened on a little upstairs piazza,

reached by a door at the end of the main hall. It commanded a wide and lovely view of river, beach, and ocean, the little village nestled among the trees, and the long procession of white breakers running after each other up the shore. This balcony was a favorite resort with the hundred or more people staying at the hotel. Those who had been there in previous seasons remembered its attraction, and even the transients quickly found it out. Here they all came, to sit and work in the morning, to watch the changing colors of sky and water in the afternoon, to gaze upon the starry heavens at night. Here they talked, beginning usually with exclamations over the beauty of the view and continuing with more personal topics, regardless of an involuntary eavesdropper on the other side of that open window. They freely discussed their own private affairs or those of other people, and it was only the engaged couple who spoke too low for one to hear.

At first a sense of honor seemed to require that I should cough, rustle a newspaper, or otherwise indicate my presence in the room. But as these devices proved of little effect, and as one cannot be noisy all the time, I shamelessly resigned myself to overhearing the talks. Indeed, I soon came to regard my piazza window as a box at the theatre, with a continuous performance going on for my special entertainment.

A good deal of reading aloud took place on the balcony. The uninvited listener was treated in turn to an instructive article on the Church of England, a Sunday morning selection from the Bible, the review of a new life of Richard Brinsley Sheridan, and a rapidly sentimental tale from the *Ladies' Home Journal*. It was most tantalizing of all to hear the first chapter of "The Rosary," and then to hear no more. Alas, they finished it elsewhere!

Equally diverse in character were the topics discussed on the little piazza.

Some public-school teachers from Hoboken exchanged views on the best method of dealing with unruly boys. A lady who was showing her album of historical portraits gave a brief account of the French and English royal families. An artist talked about the "values" in the picture on which he was working.

Two points especially struck me in regard to these balcony conversations,—they were seldom dull, and they covered a surprisingly wide range of human interests. Here are a few examples:

It is early in the morning and two fire insurance men come out on the balcony for a business talk. "How does Johnson take hold?" "Oh, he's a good business-getter, but he'll never make an underwriter,—hasn't got it in him." "What rate would you put on that house I was speaking of?" "Well, I'd say there's a good deal of a conflagration risk there. Those old buildings adjacent would make me rate that property fairly high." "I hear you've been getting in some hotels lately." "Yes;—it's curious, though, how many summer hotels burn down. There's seldom enough water-pressure to put out a fire, once started. Of course where they have a watchman, that's some protection, but as a rule you'll find summer hotels a bad risk,—and Maine summer hotels are worst of all!"

A rustle of skirts as two ladies sit down on the balcony with their fancy-work. "This is the pleasantest place in the house, I think. I discovered it last year." "Does Dr. Andrews come back this summer?" "No, he doesn't, and I must say it's not much of a loss. He's splendid in the hospital, of course, but I think this hotel is quite as pleasant without him. I remember one time he came up to a group of people and asked some question, and his daughter Esther,—she was about thirty—answered it. 'Oh,' he said, 'I'm not speaking to you; I want to know what the young people think about it!' Then he never took the least notice of any new-comers, he just looked over their heads and acted

as if they didn't exist,—after all, you know, people don't come and pay board for the sake of being insulted."

One afternoon my curiosity was stirred by the following colloquy. "Well, I'm glad for your sake the day is over." "Yes, one day nearer the end of my torture." A week later came the sequel. "What a gorgeous sunset! So you're able to sit out again, I'm delighted to see." "Well; I've had an excruciating time, I can tell you. My face swelled up twice the natural size, and I was afraid of blood-poisoning, the whole jaw seemed so inflamed." "Is there a good man up here?" "Yes, he seems to know his business pretty well, though I'm not sure what Dr. Smith will say when I get back and he looks into my mouth." Ah, an ulcerated tooth had caused the torture, and,

"...there was never yet philosopher

That could endure the toothache
patiently."

Again the speakers shift on the balcony. "This is the loveliest view! Did you see anything to equal it on your auto trip?" "Well, I don't know. We stayed at some mighty fine hotels. There was one house we stopped at overnight, where all the women had on elegant gowns, and the clerk told Charley that you couldn't come to the hotel dining-room without evening-dress. Well, neither Charley nor Mr. Parker had brought a dress-suit with them,—men don't like to fuss with a stiff shirt in hot weather—and Mrs. Parker hadn't taken anything very dressy, either." "What did you do about it?" "Oh, Charley had to hire a private dining-room for that night. I didn't think I ought to dress up as none of the others were going to, though I did have a white lace gown in my trunk—" Only the other day a young fellow, who was reading some newspaper jokes on the balcony, had said chuckling, "This isn't bad,—'When girl meets girl, then comes the talk of dress!'"

So through the long summer days ran on the talks,—practical, frivolous, ego-

tistical, gossipy, sad, as the natures concerned. On the stage of my private theatre there was presented a little epitome of human life, a summary of the various absorbing interests of those who still "spin the great wheel of earth about."

MARGARET ELMER COE, 1897.

**THE LAST
"OFFICIAL"
PARTY FOR
PRESIDENT
SEELYE**

The readers of the October QUARTERLY may like to hear of a luncheon we gave for President Seelye in August. We were probably the last group of Alumnae to do anything officially for him. He had been at Isleford, Maine, and we were planning a rather wild thing. We were going to go over and actually serenade him just at midnight of August 31,

*"When he lays his burden down
But he still will wear a crown
Of our love and loyalty forever more," etc.*

We were really going to try to sing! But that fell through, mainly because the President was to leave the island on the 30th and there would be no point in doing it unless we could do it just at the fateful moment. We changed it into a quiet luncheon therefore and had just a nice family party, on August 27, at Jordan Pond House at Seal Harbor. Amey Aldrich and Mary Smyth of '95 managed things for us and those present were Annie E. Allen, '82; Helen Safford ex-'82; Elizabeth L. Clarke, '83; Louise Eager ex-'85; Anne W. Safford, '92; Amey O. Aldrich, '95; Florence Lord King, '95; Mary W. Smyth, '95; Susan Foote Backus, '96; Lucy Stoddard, '97; Miss Woodworth ex-'00. Guests: President Seelye; Mrs. Harriet Seelye Rhee, '88; Mrs. Grace Blodgett Seelye, '89; Miss Henrietta S. Seelye, '98.

The President said only a few words to us most informally at the end of the luncheon, and referred to this as probably the last time when he could be entertained officially by his Alumnae at

luncheon. We thought we did pretty well to find eleven of us right there in that remote spot,—and three more as our guests beside the President.

ELIZABETH LAWRENCE CLARKE, 1883.

**PLANS FOR
ALUMNAE
WORK**

A gratifying anxiety to undertake a new financial enterprise for the College has been mani-

fested by the Alumnae. The natural interest in doing what we can always, has been stimulated by the knowledge that certain very great needs exist which we might do something to relieve. No less than four propositions were brought forward at Commencement. These were, a new gymnasium, a new biological laboratory, the establishment of an endowment fund, the establishment of a fellowship for graduate work.

Some differences of opinion naturally arose as to where and how the Alumnae could best direct their resources. In order to allow for a more deliberate decision than the time at Commencement permitted a committee of five was appointed to offer recommendations.

As this committee was necessarily scattered by summer absences, its deliberations have had to be chiefly by correspondence and in the solitary sessions of each in her own mind.

Material which has been presented as to the two departments to which attention has specially been drawn, indicate that there as well as in the Physics department which shares with Biology the inconveniences of Lilly Hall, the accommodations are totally inadequate and to some extent defeat the aims of the College in these departments.

For instance, owing to the fact that the main gymnasium cannot accommodate the total weekly attendance of 4,438 the old gymnasium has to be used. Quoting from a statement by Miss Berensen, "This gymnasium is very small and has little apparatus. The ventilation is very bad. If the windows are opened the wind blows dangerously

on the heated students, if they are closed the air becomes immediately vitiated... There are no shower baths whatsoever and only 70 lockers yet 400 students were obliged to take their gymnastic exercise in this building the past year. In spite of the fact that 10 of the 21 classes were held in the old gymnasium, we had to schedule classes from nine in the morning until half past nine at night. We also had to put classes at two and seven o'clock (most unhygienic hours for exercise)... The Alumnae Gymnasium has a splendid floor space but the apparatus was never adequate and is now worn out and useless. It has 10 shower baths. We should have at least 60." In addition to adequate floor space the full efficiency of the department requires some provision for the special apparatus for medical gymnastic classes, several small rooms for the physical examination of students, a special office for hygienic consultation hours, as well as offices for the director and instructors.

In addition to the required gymnastic work of the First and Second Classes every girl in college is required to take four periods of some sort of exercise when she is not taking gymnastics. In order to have this very important requirement fulfilled some further provision for physical recreation is necessary.

In the great campaign for health which is now traversing the whole country the college can make a very important contribution by the kind of training both in good physique and in careful hygienic instruction which the gymnasium department has developed and is imparting to all the students. In this field as well as in that of practical morality the work of the gymnasium and the Biological Department together give women a most effective equipment for meeting intelligently the most serious problems which life presents. It is extremely important, therefore, that the opportunities for entering the courses in biology should be greatly increased. At

present, in spite of the fact that we have two well-organized sets of courses with able men at the head capable of securing the highest educational results in addition to the practical values already suggested, any increased demand for these courses on the part of the students has to be refused. The desire on the part of the officers of the college to reach more students by making the study of the life sciences accessible to larger numbers has repeatedly been defeated owing to lack of space for the accommodation of classes of any size. To quote a statement from Prof. Ganong, "I believe it is a fact that we now have strong departments in the life sciences and capacities for development which would not only give the college a very strong system of instruction in those sciences but would also enable us to put this college in the lead of all others in this important phase of the education of women... It is the question of the utilization of great potentialities. We are somewhat in the position of a firm possessing a fine great engine capable of running much useful machinery, but kept far below its productive capacity by an insufficient supply of coal." An alumna who has studied and taught in the department feels that every girl should be required to take a year's work in the life sciences. Certainly a part of the work offered is fundamental to work already required in the gymnasium and it is at present available to only a very small number out of the entire student body.

In addition, the physical and sanitary conditions in Lilly Hall, due to overuse and overcrowding, have given the building the well earned title of "The Tene-
ment," used with its most opprobrious meaning.

It is not only the Biological courses which suffer from these conditions. The Department of Physics which was to have moved across Elm Street with the Chemistry Department was never transferred and remains to-day where it was left twelve or fifteen years ago in the

basement of Lilly Hall. The Elementary Physical Laboratory is located there through which is the only access and ventilation for the only toilet room for women in the building. "The room is so damp that apparatus may not be left there without injury." Lectures with all the necessary experiments and such added work as they entail have to be repeated twice. The only relief from such conditions has been to advise students electing Physics after a certain number, to take some other science with such further limitations on the range of choice as the conditions in the life sciences courses also impose.

This statement cannot undertake to deal in any more detailed way with the situation which those immediately concerned after years of patient waiting have at last brought to the attention of the Alumnae. There can be no question but that the faculty should receive our warmest support and appreciation for their able work under such unfavorable circumstances.

While no other presentation of the importance of establishing graduate fellowships than that which Miss Calkins made at Commencement has come to the committee, we do not wish in the interest aroused by the larger demands of the other propositions to overlook the value to the scholarly atmosphere of undergraduate work of a considerable number of opportunities to pursue special studies in which some students may develop an absorbing interest. In certain departments at least the college can undoubtedly offer advantages for graduate work. The presence of advanced students in the college lends emphasis to the values of scholarly attainment. It is probable as Miss Calkins has pointed out that the duty of securing funds for fellowships rests within the fold of immediate college affiliations, and that therefore the Alumnae must be largely relied upon for the purpose rather than outside resources which are more likely to be available for general equipment. In order that this subject

may receive the serious consideration which it deserves the chairman of the committee has asked Miss Calkins to present a full statement of the "Needs of Graduate Fellowships" in the next number of THE QUARTERLY, if the editors can spare further space.

In considering the desirability of working for Endowment Funds the lack of definiteness as to the ultimate disposal of gifts for this purpose has been thought in some quarters a serious hindrance to a stirring appeal to the Alumnae. A building satisfies the instinctive desire to see the result of one's labors at the earliest possible moment.

But since the present inadequacy in building equipment is due to a lack of endowment with resulting insufficiency of income to meet the needs of normal growth and development, we cannot consistently decide against a plan for raising money for endowment on the ground that such work is unnecessary, if our alternative is to be the superior necessity of much needed special building funds.

The facts of the case are that however it is to be accomplished the college must be in the immediate future more completely equipped in order to realize the full efficiency of its able staff of professors, especially in the three departments under consideration. Where new buildings are not needed increases in salaries are vitally important.

An endowment fund means that an adequate yearly income can be secured to meet the normal growth of the college and can be spent for additional buildings or for salaries.

The friends of the endowment fund policy maintain that by increasing the general income of the college all its needs can be most effectively met.

A decision as to the three undertakings, namely, raising money for, 1 a new biological building; 2. a new gymnasium; 3. to establish an endowment fund, is thus based on a question of making the most practical appeal; that is to say, the one to which the Alumnae will reply

most generously. To make any recommendation which might seem to commit the college to a particular undertaking at the present time seems to members of the committee, after careful thought, to place the Alumnae in the embarrassing position of assuming to direct a policy of development not properly their function. No decision, it was felt, could be arrived at without consultation with Dr. Burton. It might very well be that in taking up his new duties he had made himself familiar with the financial needs of the college and that he would have, if not at present at least in the near future, plans for further development which should be given the right of way.

As soon as possible therefore after Dr. Burton's return from abroad the committee requested some advice as to possible plans with which he might like to feel free to ask the coöperation of the Alumnae. As a result of conference with Dr. Burton it became clear to the committee that the president might in the near future desire our coöperation in plans which are not as yet matured. They feel well assured that the whole situation involved in the discussion of greatest needs, whether of special buildings or endowment will be thoroughly considered by the president and trustees and that a comprehensive plan will in due course be presented for active participation to all supporters of the college.

The committee feels itself therefore relieved of serious embarrassment. It has reported to the Executive Committee of the Alumnae Association that the claims of the departments of Gymnastics, Physics, and Biology seem equally important and requiring immediate attention. In the matter of Graduate Fellowships the committee recommends further discussion to awaken more general interest among the Alumnae. In the matter of the Endowment Fund it suggests that by the creation of an unrestricted Alumnae Fund the graduates of the college would constitute a regular

source of income, thus forming part of a general Endowment Fund. This might be accomplished by systematic annual subscriptions in sums ranging from 25 cents upward to be collected through the class secretaries, as far as possible from every Alumna and non-graduate class member. Such a fund, while available at all times for immediate needs of the college, could be held in such a way as to give Alumnae support a definite identity in the resources of the college.

The committee recommends that during the coming winter undertakings on the part of the Alumnae in different parts of the country and among classes be directed towards establishing such an Alumnae Fund with the expectation that the first use to which the Fund may be put will be an effective expression to the new president of the hearty coöperation which the Alumnae desire to offer him in forwarding plans for which from time to time he may desire their assistance.

ELEANOR BUSH WOODS, 1896.

My Dear Miss Bliss:

**ABOUT
GRADUATE
FELLOW-
SHIPS**

I have only an hour, on a train, in which to respond to your request that I should summarize,

for THE QUARTERLY, what I said last June about Graduate Fellowships as an object of Alumnae effort. Writing today, I can strengthen my cause by appealing to President Burton's Inaugural Address for support of the position that the fostering of productive scholarship should be one of the aims of the

college. As Dr. Burton truly says: "The spirit of scholarly investigation may and must be exalted by the efficient college."

The trustees of Smith College have already recognized the claims of graduate study by the creation of five fellowships for graduate work in the college departments. But we urgently need to establish fellowships for graduate study in other institutions, foreign or American. Mt. Holyoke already has four such fellowships, established by Alumnae, and a single class is now working to found a fifth. Vassar has two of these traveling Fellowships, and its Alumnae Association is planning to further the interests of graduate study in still other ways. The Wellesley Alumnae have voted a trial fellowship for at least a year. The truth is that the claims of research should press with special force on the Alumnae conscience. From other donors one may hope for buildings and tangible equipments; but more clearly than any one else the college graduate should realize that "scholarly vitality" (once more to quote from President Burton), must be fed by opportunity; and that the college which does not contribute to scholarship not only fails utterly of part of its purpose but loses an important incentive to undergraduate study.

I am not urging that we should devote all our effort to the foundation of graduate fellowships. But I believe that the furthering of the research of Smith College graduates should, from this time onward, be one of our aims.

Yours sincerely,
MARY WHITON CALKINS, 1885.

NORTHAMPTON NEWS

GATHERED BY F. H. S.

College reopened for the year with the chapel exercises on Thursday morning, September 22, in the new auditorium. The interior of the building has been decorated during the summer in two shades of light terra cotta. The choir of one hundred voices occupies the rear of the platform. The robes formerly worn only at Sunday Vespers are this year worn at daily chapel. There are seats for the faculty on the platform, and three rows at the front of the side sections on the floor are also reserved for the faculty and their guests. The seniors occupy the first eight rows of the floor with the juniors and members of the second class in the remaining rows. The balcony is for the first class and students of the other classes with guests.

The old assembly hall will probably be used for lectures during the rest of this year. The former library in Seelye Hall will not be occupied this year by the department of geology as at first intended, but will be used as a class room for one of the courses in zoölogy.

The addition to the Hillyer Art Gallery is nearing completion and will be ready for use in the second semester.

The first story of the two new dormitories at the corner of Elm and Prospect streets has already been reached. The buildings are of brown stone and local brick and three stories high. They are connected by a cloister and the main entrance is in this cloister, half way between the buildings. According to contract they are to be finished by May 1, 1911.

President Seelye moved into his new home on Round Hill the middle of July. On the evening of September 20th, his seventy-third birthday, the girls who

were in town serenaded him at his home.

President Burton landed in Boston August 4. After a few days there in conference with the trustees, he came to Northampton and lived at the Dewey House while extensive repairing was going on at the president's house. On the 12th of September he moved to the president's house.

The entering class of 1914 is somewhat smaller than the entering class of last year. The decrease is due to the raise in tuition and the wish of the faculty to control the numbers before they become too great for the present equipment. In round numbers the class is estimated at 460. The list of applications was closed last January with 800 names, and the waiting list amounted to 97.

A committee of the S. C. A. C. W. arrived on Monday before college opened to welcome the new girls. A complete list was obtained by a system of registration maintained in College Hall which proved of great service to the committee and the college. An informal reception for the new students was held Wednesday afternoon when they were welcomed by Helen Earle 1911, president of the Association, and Josephine Sanderson 1904, general secretary.

At the faculty tea on Wednesday the new students and their parents were introduced to the members of the faculty and President and Mrs. Burton.

The annual Freshman Frolic was held in the Students' Building Saturday evening September 24. As one of the girls expressed it, "an opportunity was given

the freshmen to meet the largest possible number of girls in the shortest possible time and in the smallest possible space." The glee club sang a medley of college songs and Sara Evans 1911, president of the student council, welcomed the freshmen in the name of all the classes to the social side of college life. A topical song recounting the experiences of the inexperienced closed with these lines:

"But one girl, for information,
Thought they wanted compensation,
So one S. C. A. C. W. got a fee."

The officers of the senior class have been elected as follows:

President, Elizabeth Wilber, of New Brunswick, N. J.

Vice-president, Jean Johnson, of Columbus, O.

Secretary, Margaret Townsend, of Plainfield, N. J.

Treasurer, Alice Smith, of Normal, Ill.

The junior officers are:

President, Marion Denman, of Springfield, Mass.

Vice-president, Jeanne Pushee, of West Newton, Mass.

Secretary, Gertrude Lake, of Evanston, Ill.

Treasurer, Mary Clapp, of Boston, Mass.

The sophomore officers are:

President, Eleanor Cory, of Englewood, N. J.

Vice-president, Dorothy Haskins, of Chicago, Ill.

Secretary, Margaret Moore, of Chicago, Ill.

Treasurer, Katherine Richards, of South Orange, N. J.

No class officers have been elected by the freshman class. Last year it was voted to have the student council govern the class until after Thanksgiving.

Rev. Dr. Arthur H. Smith, a native of Northampton and distinguished missionary and author of works on China,

addressed Miss Jordan's class in English 13 on September 29.

Dr. Henry C. Cowles, Professor of Botany in Chicago University, gave an informal talk before the members of the advanced classes in botany Tuesday evening, September 27. His topic was "The Everglades of Florida."

The Alpha Society has elected the following officers for the first semester: President, Jean Johnson 1911; Vice-president, Isabel Dwight 1912; Secretary, Olive Williams 1912; Treasurer, Carolyn Sheldon 1912; Editor, Rebecca Smith 1911.

The officers of the Phi Kappa Psi Society for the first semester are: President, Elsie Baskin 1911; Vice-president, Louise Michael 1912; Secretary, Gertrude Lake 1912; Treasurer, Rachel McKnight 1912; Historian, Edna Hilburn 1911; Editor, Marjorie Wesson 1911.

At the mass meeting of the Gymnasium and Field Association on September 26 the various branches and sports controlled by the Association were explained to the new students to rouse their interest in athletics. Plans for the new boathouse were discussed. It is to be begun in the spring, and will contain ample space for canoes and a large room to be used during the skating season. It was voted at the meeting to select a nominal college team in all the sports. These teams will be purely honorary and are not to compete with other colleges. An emblem is to be given to each girl who makes the college teams. Last May the Association voted to give white sweaters with an "S" to each of the four girls who should have the best carriage and the finest development.

The following new members have been appointed to the faculty:

Sue Avis Blake, M.A., instructor in Physics (assistant in Physics co-02, 03-04).

Joseph Wiehr, Ph.D., instructor in

German (recently of the University of Illinois).

Mary Belle McElwain, Ph.D., instructor in Latin.

Florence L. McKay, B.A., M.D., assistant physician (recently of Vassar).

Anna Marie Fagnant, B.A. (Smith 1907), assistant in French (student in Paris since graduation).

Dorothy Browning Kirchwey, B.A. (Barnard 1910), reader and assistant in Economics and Sociology.

Bertha Bodine, B.A. (Smith 1910), reader in Music.

Myra Melissa Sampson, Ph.B. (Brown), has been promoted from demonstrator to assistant in Zoölogy.

The following ladies in charge of the campus houses have been appointed:

Mrs. Helen Merwin Burrell, Tyler House and Tyler Annex.

Miss Jeannette Hart, Wallace House.

Mrs. Margaret Duffield, Baldwin House.

Miss Harriette Cochran Kingsley, Dewey House.

Henry Holt and Co. have recently published a book by Prof. Charles D. Hazen, *Europe Since 1815*. It is the first volume of the American Historical Series, edited by Prof. Charles W. Haskins of Harvard.

The following new courses appear in the 1910-11 catalog:

1. Greek Testament for the second class, alternate in place of the second semester of required Bible (begun in January, 1910).

2. Advanced course in Cicero: Letters and orations with study of public and private life of the time. Prof. Mary L. Benton (omitted 1910-11).

3. Advanced course in Vergil: Eclogues, Georgics, Aeneid, with literary study of Vergil, his sources and influence. Dr. Florence Gragg.

4. Lectures on Italian life and literature to be given during first and second semester instead of only in second as before.

5. Junior course in study of Imagina-

tion in Expression to cover two hours instead of one.

6. Junior course in Interpretation of Modern Plays, study of the principles of presentation.

7. Course in Field Zoölogy extended throughout the year instead of only during second semester.

The prize of \$200 for the best entrance examination papers has been awarded to Margaret Spahr of Princeton, N. J., prepared at Miss Fine's School, Princeton. Miss Spahr is the oldest daughter of Mrs. Charles B. Spahr (Jean Gurney Fine 1883). Honorable mention was awarded to Ruth Miriam Chester, of Caldwell, N. J., prepared at the Caldwell High School.

The first concert in the season's course was given in the new auditorium on the evening of Inauguration Day, October 5, by the Boston Symphony Orchestra. The other concerts are: Song Recital by Allen Hinckley of the Metropolitan Opera Company, November 9; Flonzaley String Quartet, November 30; Mme. Gadski, January 18; Mr. and Mrs. David Mannes, February 8. The sixth concert will be announced later. Since the receipts from the sale of season tickets have already covered the expenses of the course, Prof. Sleeper hopes to offer several free concerts during the winter, from the receipts of the sale of tickets for the single concerts.

"The members of the Department of Latin of Smith College desire to express their sense of personal loss in the death of their colleague Dr. Walter David Depue Hadzsits, and their appreciation of his most generous and faithful service in the Department of Latin. They would request that this record of their sentiments be placed upon the minutes of the Faculty."

Taken from the records of the Faculty Meeting, of Wednesday, October 12th, 1910.

At chapel exercises on October 7 President Burton expressed his appreciation of the effective and successful management of the exercises of Wednesday. He "publicly thanked" those members of the faculty who by their service on the committee in charge were responsible not only for the actual success of the proceedings but for the courtesy and comfort they provided for the guests of the college. He also expressed his appreciation of the cordial attitude of the alumnae and for the tokens of loyalty they gave Mrs. Burton and himself. The courtesy and assistance rendered by the townspeople in entertaining guests and otherwise cooperating he also recognized. He then spoke of his pleasure in the action of the student body, when the whole college surrounded his home on Wednesday evening and serenaded him loyally. He said nothing could have so gratified him as did this purely spontaneous

demonstration of welcome, and he was glad to have had so many of the students within his home. President Burton concluded by saying that of all the phases of the formal exercises, nothing touched him so deeply as the great tribute of significant applause which was paid to President Seelye at every point of the exercises. The love and reverence which was thus shown so strongly was one of the deepest gratifications of the day.

President Burton's remarks were greeted with tremendous applause.

On the morning of October 10 President Burton announced in chapel as "one of the most pleasant results of the Inauguration" a gift of \$5,000 from Mrs. Mary Duguid Dey to found a scholarship beginning with 1911-12.

President Seelye has promised to conduct the vesper services some evening soon.

THE ALUMNAE ASSOCIATION

This letter is published with President Seelye's permission.

My dear Mrs. Clarke:

It was a gracious act of the alumnae to furnish the library in my new home with the beautiful mahogany bookcases, desk, and chair as permanent memorials of their affection.

I shall always value them highly not merely as tokens of their personal regard—which in itself is very precious to me—but as another testimony that the graduates of Smith College still feel that the education which in some measure I have been instrumental in developing has been to them of real worth.

The cases are now filled with my choicest books; and whenever I read or write my letters I shall be reminded of the friendships which will be the joy and solace of future years.

May I ask you, therefore, as chairman of the committee through whose agency this work has been accomplished, to express to the Alumnae Association my gratitude for their elegant and useful gift. In what the college has helped them to do and to be, I find the greatest and most satisfying reward of my work; and it is most gratifying to have this assurance that I shall continue to enjoy their love after my active service as president of the college ends.

Cordially and gratefully yours,
L. CLARK SEELYE.

Northampton, Sept. 30, 1910.

SECRETARY'S REPORT, JUNE, 1910

The Executive Committee has held five meetings since the last Association meeting.

The following committees were appointed:

Committee to arrange for farewell exercises to President Seelye: Miss Florence H. Snow 1904, Miss Mary D. Lewis 1894, Miss Ruth Wood 1898.

Nominating Committee: Miss Anne W. Safford 1892, Mrs. Emma Dill Grand 1904, Miss Margaret Vanderbilt 1900.

Procession Committee: Mrs. Elizabeth Meier Schevill 1900, Miss Amey O. Aldrich 1895, Miss Helen Dill ex-1905, Miss Laura C. Geddes 1907, Miss Rosamond Underwood 1909.

Editorial Board: Mrs. Florence Lord King 1895, Miss Harriet C. Bliss 1899, Miss Grace P. Fuller 1903, Miss Candace Thurber 1904, Miss Alice M. Wright 1904. On Miss Wright's resignation, Mrs. Carolyn S. Whipple 1892 was appointed to fill the vacancy.

The report of the QUARTERLY board will be read later.

In pursuance with the vote of the Association last June the executive committee decided that the Association's gift to President Seelye should be furnishings for the library in his new house. A committee was appointed to select the furnishings after consultation with the President's family and his architect. This committee: Miss Safford, Mrs. Baldwin, and Mrs. Florence Lord King, have purchased a desk, desk chair, and book shelves, all of mahogany, and these are to be sent to the house as soon as it is ready. The cost is \$968, appropriated from the reserve fund of the Association. The following letter has been sent to President Seelye:

"My dear President Seelye:

At the meeting of the Alumnae Association held last June it was voted that a personal gift be presented to you at some time during this Commencement season.

It is with great pleasure that the committee, in behalf of the Association, ask you to accept from your alumnae certain furnishings for the library in your new house. We want you to feel that the alumnae accompany you to your new home.

Could the alumnae write their appreciation of all that you have done for the college and for them individually, neither your new book cases nor even

the world itself could contain the books that should be written."

(Signed by Executive Committee.)

For the Memorials to President Seelye the treasurer has received from the class secretaries the sum of \$4400, of which \$2500 was voted for the furnishing of the reading room of the library at the last annual meeting. This leaves \$1900 to be expended on further memorials, and the executive committee prefer not to act further in the matter until it has been thoroughly discussed by the Association, but offer as a suggestion that this balance be added to the L. Clark Seelye Library Fund.

Article VIII of the constitution has received the necessary 2-3 majority vote to amend it so that it now reads:

"This constitution may be amended at any time provided notice of the proposed amendment with a printed ballot be sent to each member of the Association with the call for the annual meeting issued at least a month previous thereto, and two-thirds of all the returns received by the secretary before the date of the annual meeting favor the amendment."

The Alumnae Club House Committee has resigned, feeling that at this time the plan has little chance of a successful outcome. Their data are on file at the office of the Association.

Letters of appreciation were sent to Miss Jordan and Dr. Gardiner at the completion of their twenty-five years of service at the College.

Letters of sympathy were sent to Mrs. Woods and Mrs. Story when we learned of the death of Mr. Woods of the Trustee Board and Professor Story of the Music Department.

Flowers and a note of congratulation were sent President Seelye on his birthday.

Two new local clubs have been formed during the year, one at Buffalo and one at Indianapolis.

The Polling Committee—Mrs. Mills, Miss Snow, and Miss Emerson—were appointed to count the trustee ballot. The total number of ballots received

was 1459, of which 137, or nearly 10 per cent, had to be thrown out for failure to pay dues, or to sign the ballot, or to vote. Mrs. Noyes was nominated by the Association and the trustees have elected her to this board.

In the fall the executive committee asked the local clubs to read By-Law 6 and decide whether they would become branches of the Association. The following have not yet been heard from: Syracuse, Cleveland, Hartford, St. Paul, Franklin County. All the others are enrolled as branches except Indianapolis and Detroit, whose membership is less than 25.

The executive committee having received a letter from Professor Tyler of the Inauguration Committee asking them to appoint some alumna to give a brief address of welcome on that occasion have unanimously chosen Miss Martha Wilson 1895, a choice which they feel sure will be heartily ratified by the Association.

A Committee of Five from the Council met at Northampton in January and have sent their report to all local associations.

The Council met Friday, June 10, councillors being present from all the local clubs who are privileged to send delegates.

The Council announces that the Faculty in response to a request from the executive committee, have now appointed a standing committee on conference with the alumnae. There are four members, one changing each year.

The Council voted that hereafter all recommendations to the Council made by individuals not members of Council, shall be presented in writing, but, if the Council so desires, such persons may be called in, and asked for further information and explanation.

The Council also voted to bring up to the alumnae the possible lines of service to the college open to the alumnae, an increased endowment fund, a new gymnasium, and a biological building.

These will be presented in detail later on.

The Council makes the following recommendations:

That the Council recommend to the Alumnae Association—

1. At the annual meeting of the Alumnae Association all motions involving an appropriation by the Association shall be presented to the Association before any individual appropriation is acted on.

2. To reorganize the management of the ALUMNÆ QUARTERLY. The executive committee shall appoint an ALUMNÆ QUARTERLY Board of five members, this board shall appoint two paid officers—a literary editor and a business manager. The literary editor shall be editor-in-chief and shall have the responsibility of publication, subject to the restrictions placed upon her by the board. She shall be the executive officer of the board.

3. That By-Law 6, clause 2, and the Plan of Nomination, clause 1, be so amended as to require the local clubs to elect three trustee electors each for a three-year term.

4. The appropriation of \$50 for a suitable set of lantern slides to illustrate the college buildings and student life.

The executive committee makes the following recommendations:

1. A sum equal to the amount of the life memberships already paid to the Association shall be set aside as a permanent fund, and all the life memberships paid in in future shall be added to this fund.

2. As soon as the amount of the life memberships already paid to the Association shall be complete, from the interest from this permanent fund during the life of each life member, \$1 a year on her life membership shall be paid into the current expense account of the Association.

3. Provided the Association does not have to assume the expense of printing the catalog, a sum equal to the amount

taken from our permanent fund to pay for the gift to President Seelye be taken from the floating balance in the treasury, and added to the permanent fund.

4. That the Association assume the clerical expenses connected with the Quinquennial Catalog, and that an effort be made to induce the College to pay for the printing (this is also approved by the Council).

5. That whereas the Association voted at the last annual meeting that \$2500 for furnishing the reading room in the library be taken from the Seelye Memorial Fund, the Association petition the trustees to call this room the Seelye Reading Room.

6. That \$25 be given to Miss Grace Fuller 1903, in grateful appreciation of her work as editor-in-chief of THE QUARTERLY.

Respectfully submitted,
ELLEN T. EMERSON.

REPORT OF TREASURER FOR YEAR ENDING JUNE 15, 1910

Expenditures

G. & F. A. rent of room.....	\$50.00
C. S. A. joint fellowship....	200.00
Office supplies	39.05
Postage	176.05
Express and freight	4.92
Telegrams and telephones...	1.35
Rent of telephone extension.	9.50
Typewriting Council report..	5.75
Printing of register.....	508.45
Addressing and printing wrappers for register	29.10
Incidental printing	92.25
Collecting publications of Alumnae	10.00
Clerical assistance	106.05
Students' Exchange, Collect- ing membership blanks ...	1.20
Photographs of Pres. Seelye	16.50
Traveling expenses of of- ficers and Council Com- mittee	142.54
Alumnae Procession	43.04
Auditor	5.00

Repairing typewriter	4.50
Flowers for Pres. Seelye's birthday	5.00
Flowers for Mr. Woods's funeral	10.00
Mimeographing	1.65
Catalog account:	
Clerical assistance	12.35
Postage	49.36
Salary, Florence Homer Snow Gen. Sec.....	1,000.00
	<hr/>
	\$2,523.61
Balance in the treasury	
June 15, 1910	4,978.06
	<hr/>
	\$7,501.67

Receipts

Balance in Treasury June 15, 1909	\$4,201.42
Annual dues	\$2,510.55
Life memberships.	600.00
Sale of register...	5.87
Sale of photo- graphs	15.65
Office fees	8.90
Interest on deposits	155.48
Outstanding checks credited	3.80
	<hr/>
	3,300.25
	<hr/>
	\$7,501.67

REPORT OF THE ANNUAL MEETING OF THE ALUMNAE ASSOCIATION

The annual meeting of the Alumnae Association was held in College Hall, on Saturday, June 11, at 2 P. M. Mrs. Clarke presided. Over four hundred alumnae were present.

Reports of the President, Secretary, Treasurer, Alumnae Office Committee, and Procession and Rally Committee were read and accepted.

The nominating committee reported. Miss Ruth Baird Johnson 1905, and Miss Elizabeth Fay Whitney 1900, were elected vice-president and secretary, respectively.

The recommendations of the Alumnae Council contained in the secretary's report were voted on. Recommendations 1, 2, and 3 were voted as recommended. Recommendation 4 was voted as follows:

4. To appropriate a sum not exceeding \$50 for the purchase of a set of lantern slides to illustrate the college buildings and the student life, all details being left to the executive committee.

Miss Thurber 1904, of the *QUARTERLY* Board, asked for an expression of opinion in regard to the reprinting of Alumnae publications in her department. A vote was passed expressing confidence in the editorial board of the *QUARTERLY* and leaving the decision as to the make-up of the departments in the *QUARTERLY* entirely to them.

The report of the College Settlements elector was read.

Miss Johnson 1894, reported on the Joint Fellowship of the College Settlements and Smith Alumnae Associations giving an account of the work done, and asking for the appropriation of \$200 for the next year. She asked for instructions from the Association as to the eligibility of graduates of the other colleges who have taken the degree M. A. at Smith College for this fellowship.

Voted: Any one holding a Master's degree from Smith College shall be eligible for the joint fellowship.

Voted: To appropriate \$200 for the joint fellowship.

The Association voted on the recommendations of the executive committee, in the secretary's report as follows:

1. As recommended.

2. As soon as this sum—equal to the amount of the life memberships already paid to the Association—shall be complete, from the interest from this permanent fund during the life of each life member, \$1 a year on her life mem-

bership shall be paid into the current expense account of the Association.

3. As recommended.

4. To assume the clerical expenses connected with the compiling of the Quinquennial Catalog and that an effort be made to induce the College to pay for the printing.

5. As recommended.

[The trustees granted the Association's request at the June meeting.]

6. As recommended.

Miss Nina E. Browne reported on the collection of alumnae publications, and an appropriation of \$10 was voted her for the continuance of the collection.

The next object for which the Association should attempt to raise money was discussed.

Miss McFadden 1898, and Miss Padgham 1898, spoke in favor of a new gymnasium; Miss James 1904, presented the need for a new biological building; Mrs. Noyes 1881, spoke for the endowment fund; and Miss Calkins 1885, for traveling graduate fellowships. After some discussion the Association voted:

To leave the object for which the Association shall work to a special committee, appointed by the executive committee; this committee to hold a meeting before commencement is over, which shall be open to all alumnae.

It was voted also to place the balance of the Seelye Memorial Fund with the L. Clark Seelye Library Fund.

The executive committee, in accordance with the vote of the Association, appointed the following committee:

Mrs. Eleanor Bush Woods 1896,
Chairman.

Miss Mary W. Calkins 1885.

Miss Mary I. Hunter 1901.

Miss Lois James 1904.

Mrs. Elizabeth Cheever Wheeler 1885.

For the work of this committee, alumnae are referred to Mrs. Woods's article in the July *QUARTERLY*.

ALUMNAE NOTES

OFFICIAL ALUMNAE DELEGATES TO THE INAUGURATION

From the Alumnae Association:
President, Mrs. Elizabeth Lawrence Clarke
Secretary, Miss Elizabeth F. Whitney
Treasurer, Miss Ethel Hale Freeman

From the Classes:

- 1879 Mrs. Kate Morris Cone
1880 Mrs. Netta Witherbee Higbee
1881 Mrs. Anna Hoyt Washburn
1882 Miss Sophia C. Clark
1883 Miss Susan E. Daniels
1884 Miss Frances M. Tyler
1885 Mrs. Elizabeth Cheever Wheeler
1886 Miss Leona M. Peirce
1887 Mrs. Hannah Clark Powell
1888 Mrs. Lizzie Parker McCollester
1889 Mrs. Alice Johnson Clark
1890 Mrs. Jessie Rand Goldthwait
1891 Miss Mary Churchyard
1892 Mrs. Katherine Haven Upton
1893 Miss Susan Knox
1894 Miss Eliza May Willard
1895 Mrs. Florence Lord King
1896 Mrs. Eleanor Bush Woods
1897 Miss Anna Hempstead Branch
1898 Mrs. Frances Parker Farquhar
1899 Miss Ruth Strickland
1900 Mrs. Mary Wilder Kent
1901 Miss Mary B. Lewis
1902 Miss Jessie G. Wadsworth
1903 Miss Grace P. Fuller
1904 Miss Mary Hunter Pusey
1905 Mrs. Alma Bradley Rush
1906 Miss Marion E. Dodd
1907 Miss Laura C. Geddes
1908 Miss Mary Byers Smith
1909 Miss Harriet Byers
1910 Miss Helen Bigelow

From the Local Clubs:

Boston, Mrs. Matilda Wilder Brooks
Chicago, Mrs. Hannah Belle Clark
Powell

Western Massachusetts, Mrs. Lucy Wright Pearson
New York City, Miss Marianna Wood-hull
Worcester, Mrs. Annie Russell Marble
Syracuse, Miss Annie D. Tuttle
Hartford, Miss Dorothy Davis
Philadelphia, Mrs. Mary Chambers Folwell
St. Paul and Minneapolis, Miss Marguerite M. Wells
St. Louis, Miss Mildred McCluney
Rhode Island, Miss Ruth B. Franklin
Buffalo, Miss Bertha A. Keyes

CLASS NEWS

1896

Married.—Mary Storrs to Adolph Ernest Ibershoff, April 26. Address, 16 Elm Street, Ware, Mass.

Married.—Harriet Bramwell Teasdale to Charles Ramsdell Lingley. Address, 15 Wheelock Street, Hanover, N. H.

A son, Charles Rollin Allen 3d, was born on September 7, 1910, to Mrs. C. R. Allen, Jr. (Mabel S. Calef), Mechanicsville, N. Y.

1897

Married.—Lillias Stone Blaikie to Herbert Lloyd Thomas, at Englewood, N. J., on June 25, 1910; Cornelia Bradford to J. Allyn Oakley, at Montclair, N. J., on June 30, 1910.

Sixty-three attended the class luncheon on Pomeroy Terrace on Ivy Day. Nearly as many took part in the alumnae procession that morning.

A memorial fund, which was raised by members of the class during commencement, has been given to the Smith Students' Aid Society in memory of Irma Richards Knapp.

Elizabeth K. Hobbs has been appointed Superintendent of Schools in North Berwick, Maine.

A son, Stephen Billings Palmer 2d, was born to Mrs. Wm. Newberry Palmer (Helen Kuhn), on July 8, 1910.

Mrs. Jay Robert McColl (Belle G. Baldwin) has changed her address to 9 Gladstone Avenue, Detroit, Mich.

Deceased.—Mary Frances Willard, August 26, aged one year and seven months, daughter of Mrs. Nelson W. Willard (Frances P. Ripley).

1898

Married.—Lucy Leffingwell Cable to Henry Wolf Biklé at Northampton, September 14.

1899

Married.—Mabel Symonds Bixby to William Everett Hoyt. Address, 17 Roslyn Street, Salem, Mass.

1900

Fanny Scott was married in April to Dr. Edward A. Rumely of Interlaken School, Laporte, Ind.

Born to Mabel Milham Roys, on April 31, 1910, in Wei Hsien, China, a third daughter, Mary.

1901

Married.—Mary Elizabeth Critcher-son to Benjamin H. Miller, May 26.

Married.—Eleanor Schureman David-son to Howell North White. Address, The Hill School, Pottstown, Pa.

Married.—Ruth Fayerweather to Charles Edward Brooks. Address, Northwestern University, Evanston, Ill.

Married.—Marguerite Fellows to Frederic G. Melcher. Address, 14 Ox-ford Road, Newton Center, Mass.

Married.—Ethel Godfrey to Herbert Richardson Loud.

Married.—Mabel Hedden to Harry Peck Havell, March 29.

Married.—Margaret Edna Peck to Al-fred Dunton Edwards, October 14, 1909. Address, 706 Highland Ave., Elgin, Ill.

Rebecca Robins Mack will teach Latin and mathematics in the El Paso (Texas) School for Girls this year.

Born to Mrs. Hiram Austin Stearns (Elizabeth Scribner Brown), a daugh-ter, Isabel, June 23, 1910.

1902

Jennie Foster Emerson was married on September 14 to Mr. Albert Elliott Burnham. Address, after November 1, 873 High Street, Central Falls, R. I.

Gertrude Tubby sailed October 15 for England. She will spend several months abroad studying. Her address will be Care of American Express Co., Paris.

1903

Married.—Isabel Grier to William Alexander Jack. Address, 204 Callender Avenue, Peoria, Ill.

Married.—Lucy Webb Hastings to William Nicolls Horsfall. Address, Royal Naval Hospital, Bermuda Islands.

Married.—Grace Legate to Harold L. Olmsted, June 28. Address, 183 Bryant Street, Buffalo, N. Y.

Mabel Emma Griffith sailed Septem-ber 7, on the steamship "Oceanic" for India, where she will enter upon mis-sionary work.

Born, May 20, 1910, a daughter, Hilda Roberta Merry, to Mrs. G. G. Merry (Marie Roberta Lockhart).

Born to Mrs. Frederick Lynch (Maude Barrows Dutton), a son, Samuel Dutton Lynch, June 23.

Born to Mrs. Harry Edward Barlow (Helen Allen), a daughter, Helen Woodbury, October 10, 1910.

1904

Married.—Lora Howe to William Lane Robinson at Tuscola, Ill., Sep-tember 12. Address, Mt. Vernon, O.

Married.—Grace Evelyn Harlow to Charles Willard Bray at Northampton, September 14. Address, Chicopee Falls, Mass.

Marion Rice Prouty was married to Albert Van Voast Bensen Jr., at Spencer, Mass., October 8. Address, 15 W. Eighth Street, New York City.

Mary P. Colburn has been appointed assistant in English, in the Wadleigh High School, New York City.

Grace Haworth was married to Abraham Malcolm Kershaw, October 26, 1909. Address, Laurelville, O.

Margaret Beauvais Mendell was married to Coert DuBois. Address, U. S. Forest Service, San Francisco, Cal.

Mary Lucinda Perine was married to Fred Latimer Hadsel, April 7. Address, Oxford, O.

1905

Married.—Helen Winifred Baine to Deming W. Isaacson, on July 18, 1910. Address, Hot Springs Ranch, Pool via Benson, Ariz.

Mrs. Walter A. Dyer (Muriel W. Childs) is now living at 65 Greenwich Street, Hempstead, N. Y.

Married.—Mary Paddock Clark to Samuel B. Elbert on April 14. Address, Yerington, Nev.

The wedding of Annie Marion King and David Cowan Caesar took place on July 21. Address, 10 Gardiner Street, Newport, R. I.

Jean Baird Pond was married to Frank Wesley Wentworth, June 16. Address, 509 Market Street, San Francisco, Cal.

Rose Voetsch was married to George Andrew Markle, June 2. Address, 217 Main Street, Greenfield, Mass.

A daughter, Marcia Elizabeth, was born June 8, 1910, at Ghent, N. Y., to Mrs. A. W. Powell (Elsie Mason). She is the second child.

Born to Mrs. John W. Christie (Ruth T. Bigelow), July 12, 1910, a daughter, Catharine.

A son, George Clarkson Whitney 2d, was born on September 28, 1910, to Mrs. Warren Appleton Whitney (Elizabeth Hinckley Brown).

1906

Born.—At Marcellus, N. Y., July 16, 1910, to Mrs. John Hynds Weidman (Mary Eloise Gallup), a daughter, Emily Gallup.

Married.—Agnes Armitage McCord to Thaddeus Hayward Brindley, December 14, 1909.

Married.—Emilie Piollet to Ray Spear, February 22. Address, Navy Dept., Washington, D. C.

1907

Married.—Lura Alice Bugbee to Marshall B. Cummings. Address, Loomis Street, Burlington, Vt.

My daughter was born on Sunday, July 17. Her name is Elizabeth Alexandria Tutt. Signed: Mary Miriam Kern (Mrs. Paul Wm. Tutt).

Born, on August 13, 1910, a daughter, Mary Hasson Scott, to Mrs. Thomas S. Scott (Helen Arlene Hasson).

Born to Mrs. Samuel Elverton Gates (Louisa Frances Niles), a son, Charles Sneath Niles Gates, on September 23, 2915 Grand Avenue, Spokane, Wash.

1908

In the July QUARTERLY, Louise Dunne Spaulding's address was given as Burlington, Iowa. The correct address is Burlington, Vt.

Laura Margaret McCall was married to Robert Miles Northup on August 11. Address, Malone, N. Y.

Miriam Alma Myers was married to Bernard Westermann on June 11. Address, 108 Yamamoto Dori, Kobe, Japan.

Married.—Ruth Leigh O'Donnell to Chester White Graves on June 18. Address Byng Inlet, Ontario, Can.

Married.—Florence Calista Sheldon to Frederick D. Downs. Address, 265 Division Street, Ansonia, Conn.

Margaret Atkinson Topping was married to George W. Tourtelot on June 21. Address, 6 E. 52d Street, Kansas City, Mo.

Married.—Alice Jeannette Walton to Harry M. Wheeler. Address, Wakefield, Mass.

The wedding of Lewella Payne and Garnett Ryland took place on December 21, 1909. Address, 303 Jackson Street, Georgetown, Ky.

Helen Hills was married to James Mandly Hills on October 18. Address, 135 Prospect Park West, Brooklyn.

Julia Goodspeed Reed has announced her engagement to Rollin Gallagher, Harvard 1906. Mr. Gallagher is a Master at Middlesex School, Concord, Mass.

1909

Clara Hepburn has announced her engagement to Mr. Jack Many, of New Orleans, La.

Helen Andrews was married on October 11, to Frederick Minkler.

1910

Owing to the great number of 1910 notes, it has been found necessary to reserve many of them for the January QUARTERLY.

Married.—On June 18, 1910, Ada Leisure Evans to Almon D. Howes. Address, 481 Laurel Avenue, St. Paul, Minn.

Married.—On June 29, 1910, Virginia Peirce to George H. Word. Address, 121 North Main Street, Dayton, O.

Married.—On September 27, 1910, Mary Elizabeth Luce to Joseph Huey Hughes.

Elfrieda Ackermann is foreign correspondent for a Chicago firm. Address, 1918 Eddy Street, Chicago, Ill.

Helen Alcott is taking a course at State Normal College at Albany, N. Y. Address, 124 Second Avenue, Upper Troy, N. Y.

Ethel Ayer's address for this year is 529 W. 111th Street, New York City. Care of A. B. Bristow.

Louise Bailey has entered the New York State Library School at Albany, N. Y.

Alice W. Baker is teaching English and Mathematics at Drew Seminary, having entire charge of the English department. Address, Drew Seminary, Carmel, N. Y.

Ruth Baldwin is doing volunteer work for Boston Associated Charities.

Sidney Baldwin is working on dramatic construction for children, under Miss Caroline Crawford of Columbia, and studying pantomime with Madame Alberti. Address, 503 W. 121st Street, New York City.

Eva Barnes is taking the one year's course of secretarial subjects for college graduates at Simmons College. Address, North Hall, Bellevue Street, Boston, Mass.

Gertrude Barry is assisting in a private laboratory in Rochester, N. Y.

Helen Bates is working in the bond department of the Harris Trust and Savings Bank in Chicago. Address, 5625 Woodlawn Avenue, Chicago, Ill.

Helen Bigelow is a student at the School for Social Workers in Boston. Address, 69 Cedar Street, Worcester, Mass.

Anne Blodgett is teaching Latin, French, and Mathematics in Chesterfield. Address, Hotel Chesterfield, Chesterfield, Mass.

Bertha Bodine is working in the office of the music department of Smith College. Address, 144 South Street, Northampton, Mass.

Nelle Bogart is teaching English in the West Side High School, Waterloo. Address, 305 Wellington Avenue, Waterloo, Iowa.

Elise L. Bradford is studying design at the Buffalo Art School and is doing settlement work.

Alice Brockway is teaching English, Mathematics, and History at the Marlboro High School. Address, Box 182, Marlboro, N. H.

Elinor C. Brown is taking a course in methods at the State Normal School at Trenton, N. J.

Marjorie L. Browning is teaching Latin, English, and Algebra in the Norwich Free Academy

Marguerite E. Brumaghim is teaching at the Greenwich Academy—she is associate director of Vocal Music and teacher of third and fourth grades. Address, Greenwich Academy, Greenwich, Conn.

Frederica Buckley is teacher's aid secretary for the Y. W. C. A., at Victoria. Address, Criterion Hotel, Victoria, B. C.

Grace Burnham is studying at the University of Colorado.

Selma I. Bush is teaching in Indianapolis, doing departmental work in the seventh and eighth grades. Address, 2101 North Capitol Avenue, Indianapolis, Ind.

Maude E. Bushwell is substitute teacher of History in Greater New York High Schools. Her engagement to Clarence W. Green has been announced.

Miriam Clay is teaching Mathematics, Biology, American History, and Drawing at Marathon High School. Address, Marathon, N. Y.

Evelyn Canning is teaching Chemistry, Biology, History, Geography, and Physiology in the eighth grade of the Watertown High School. Address, Watertown, Conn.

Beulah Cole is teaching Mathematics and Science at the Madison High School. Address, Madison, N. J. She was matron at the Shepherd Knapp Home, Litchfield, Conn., during the summer.

Bretta W. Childs is taking a special course at the Worcester State Normal School.

Esther Crane is teaching German and beginner's Latin in Kenton High School. Address, 424 North Main Street, Kenton, Ohio.

Virginia Craven is to be married on October 20 to Robert Mather Lupton, Yale 1906, of Mattituck, N. Y.

Florence Curtis is teaching Latin and Algebra in Auburn High School. Address, Auburn, Wash.

Louise Curtis is teaching Mathematics and History in Noble Institute, an Episcopal school for girls. Address, Noble Institute, Anniston, Ala.

Margaret Cushman is taking a private secretary course at Bryant and Stratton's in Boston. Address, 40 Commonwealth Avenue, Boston, Mass.

Elizabeth Decker is teaching English and Ancient History in the Williams Memorial Institute, New London. Address, 269 Hempstead Street, New London, Conn.

Helen Denman is teaching History at Capen School. Address, Faunce House, Northampton, Mass.

Florence Dexter is teaching History and English in the Bonn Avon School. Address, 126 Oakland Street, San Antonio, Texas.

Margaret Dieter is nursery governess for the three grandchildren of President Emeritus Seelye—children of Dr. Walter Clark Seelye. Address, 66 Williams Street, Worcester, Mass.

Ethel Dugan is teaching English in the Ronceverte High School. Address, Ronceverte, W. Va.

Elizabeth Eddy is acting as assistant in the secretary's office of the Women's Educational and Industrial Union, Boston. Address, 264 Boylston Street, Boston, Mass.

Dorothy Fairbanks is teaching History and English at the Newport High School. Address, Newport, Vt.

Margaret Fellows is teaching French and German in Rome High School. Address, 209 West Thomas Street, Rome, N. Y.

Juanita Field is taking a course in millinery and cooking in an institute near Berlin, Conn.

Grace Filer is teaching English Composition at Wellesley College. Address, Wellesley College, Wellesley, Mass.

Sonah M. Frank is studying History and Education at the University of California. Address, 255 61st Street, Oakland, Cal.

Edna Fuller is teaching in the school at Springville, N. Y.

Louise Gates is teaching Physics and Physiology at Miss Low and Miss Haywood's School. Address, Miss Low and Miss Haywood's School, Stamford, Conn.

Edna Gibson is teaching History in the Bellows Falls High School. Address, 9 Burt Place, Bellows Falls, Vt.

Helen Gifford is teaching Science and Mathematics in Collinsville High School. Address, Collinsville, Conn.

Margaret Gillis is teaching Latin and Ancient History in the Ogdensburg Free Academy. Address, 156 Franklin Street, Ogdensburg, N. Y.

Florence Grant is secretary and librarian in State Normal Training School, Willimantic, Conn.

Elaine Gray is taking a course at the State Normal College at Albany, N. Y.

Marion Green Lord is studying music at Faelton Pianoforte School, Boston, Mass.

Jane Griffen's address for 1910-1911 is Delavan, N. Y.

Maude Hamilton is teaching English and History in the eighth grade at East Grammar School, Meriden, Conn.

Mary Louisa Harwood is assistant teacher in Rutland High School, teaching Latin, French, German, and English. Address, Box 86, Rutland, Mass.

Alice Hasey is teaching Physics, Biology, and Physiology at Hosmer Hall. Address Hosmer Hall, St. Louis, Mo.

Margery Haynes is studying French and German at the college at Emporia. Address, 1027 Mechanic Street, Emporia, Kan.

Harriet Heloise Hedges's address for 1910-1911 is 22 South High Street, Ak-

ron, O., Care Young Women's Christian Association.

Helen Hemphill is teaching English, French, and History in Stonington High School, Stonington, Conn.

Florence Hopwood is tutoring high school subjects and is substitute teacher in grammar schools in Minneapolis, Minn.

Irene Hoyt's address for 1910-1911 is Whittier Hall, 120th Street and Amsterdam Avenue, New York City.

Wanted—By secretary, the addresses of Marion S. Richards and Jessie Laurel Sullivan. Class book addresses do not reach either of them.

Edith Lawrence is teaching Latin in the high school department of the College for Women, Columbia. Address, College for Women, Columbia, S. C.

NOTICES

Alumnae Publications of 1910

That the alumnae may be informed as to the current literary work of Smith graduates and non-graduates, a list of publications issued during 1910 will be published in the January QUARTERLY. All contributions to this list should be sent to the compiler—Nina E. Browne, 44 Pinckney Street, Boston, Mass., before December 15. Copies of alumnae publications not already in the collection in the college library are solicited. They, also, should be sent to Miss Browne.

Alumnae Songs

If the bird that is up and doing early gets the worm, why shouldn't the committee that follows the same policy get the song? We want some good marching songs for the procession next June and a fine alumnae song. Use popular tunes familiar to all generations of alumnae for the marching songs. Send the songs to Mary F. Barrett, 19 Elm Street, Bloomfield, N. J. Send her words for the alumnae song before December 15. The chosen will be published in the January QUARTERLY! Then the musical alumnae will be inspired to set them to music, which will be published, with the marching songs, in the April QUARTERLY. Then by June everyone will have learned them.

Senior Dramatics, 1911

Applications should be placed on file at the General Secretary's office, 184 Elm Street, Northampton. The capacity has already been reached for Friday evening, June 16, and Thursday evening, June 15, is now the only performance for which applications may be entered, as the Saturday performance is not open to alumnae.

Each alumna is allowed one ticket, and may not use another name to secure extra tickets. No deposit is required to secure the ticket, which may be claimed on arrival in Northampton from the business manager in Seelye Hall. Tickets will be held only till five o'clock on the day of the performance, unless a request has been received to hold them later at the theatre. Applications are not transferable and should be canceled at once if not wanted.

A fee of ten cents is charged to all non-members of the Alumnæ Association for the filing of the application. The fee may be sent to the General Secretary at the time of application.

Alumnae should keep this notice for reference, and bear in mind that the date of dramatics for 1911 begins with Thursday, June 15.

Rooms for Commencement, 1911

Campus rooms will, as usual, be assigned only to the classes holding regular five-year reunions in the order of their graduation: 1881, 1886, 1891, etc. In view of the experience of the committee in previous years no classes after the one holding its tenth reunion can be accommodated on the campus. Applications should be made to the class secretaries.

The special committee in charge of securing rooms for the large numbers who returned for the 1910 Commencement has been dissolved. The General Secretary will, however, be glad to assist the alumnae who wish rooms in town by furnishing lists of houses where accommodations may be obtained.

Slides Illustrating College Life

The college has bought of Miss McClellan a set of seventy-five slides illustrating college life in general, Commencement 1910, and the inauguration of President Burton. Any alumnae organization desiring the slides may apply to F. H. Snow, 184 Elm Street, Northampton.

Expressage and breakage must be paid both ways.

The slides have been engaged by the New York Club for October 28.

Farewell Ode to President Seelye

The QUARTERLY has received a copy of the Ode read by Miss Anna Hempstead Branch at the farewell exercises to President Seelye at commencement. The ode has been printed in pamphlet form and may be obtained for twenty-five cents at Utley's bookstore, New London, Conn., or at Bridgman's in Northampton.

THE SMITH ALUMNAE QUARTERLY

MAN MUST NOT MERELY LEARN FIRST AND
THEN DO, BUT SEEK TO LEARN BY DOING

THE INTERLAKEN SCHOOL

LA PORTE, INDIANA

EDWARD A. RUMELY, M.D., President

RAYMOND RIORDON, Superintendent

The New School teaches boys to live and offers a
welcome to all who mean to work

OUR great men of today have not been reared in a city flat. The value of early farm life and work, and the simple old-fashioned home as a training place for boys has been proved to us by the lives of those who have led in the upbuilding of our Nation. Think of any dozen of them, from Abraham Lincoln to James J. Hill and Luther Burbank.

INTERLAKEN reproduces some of the best of these old conditions. It adds some modern ideas. It is a boarding school upon a large farm, for boys between the ages of nine and eighteen. Most of them are preparing for college. Most of them are the sons of business and professional men—the directing classes of our civilization.

INTERLAKEN offers the usual course of our best schools. By the sound and careful teaching of old essentials it gives thorough preparation for any American University or Technical School. By efficient individual instruction—one teacher to six pupils—it does this at a great saving of time—from one to two years.

But INTERLAKEN does more than prepare for college. IT PREPARES FOR LIFE. The boys not only get the best out of books, they get knowledge of the practical world through work and experience of actual life. They make their own apparatus used in Physics and Chemistry. For Geography they make excursions into the surrounding country to study the formation of the valleys and hills. They make maps and clay models of the country. They learn thoroughly THE THREE "R's." FRENCH, GERMAN, SPANISH and ITALIAN are taught by constant practice in speech.

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THE SMITH ALUMNÆ QUARTERLY

TAKING pains is so important that some one has defined genius as the capacity for taking infinite pains. We shouldn't think that: our idea of genius is rather of the great stroke than of the minute polish. But for those of us who are not geniuses the taking pains is our one way to distinguish ourselves. This is especially true of agency work. One teacher who does not fit hurts us more than ten whom we place successfully do us good. So we pride ourselves here on **INFINITE** the teacher that does just the work making exact fits, sending a school required better than most teachers would do it, and sending the teacher where the environments will fit her and enable her to do her best work without friction. On April 22, 1910, for instance, we had a sudden call for a teacher for a superior private school, where the personality of the teacher is all-important. The teacher, a Smith graduate, who was the best fit otherwise, we had never seen, so we sent our assistant to Rochester to see her in her own school and judge whether **PAINS** she was just the woman for the place. She was, but we were willing to take

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THE
SMITH ALUMNAE
QUARTERLY

PUBLISHED BY
THE ALUMNAE ASSOCIATION OF SMITH COLLEGE
JANUARY, 1911

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"FORCE"

By ALICE MORGAN WRIGHT



The Smith Alumnae Quarterly

VOL. II.

JANUARY, 1911.

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TO THE ALUMNAE

MARION LEROY BURTON

Miss Hill has asked me to say "something" to the alumnae. I am very glad to do so for there is a "something" which I feel every person intimately connected with Smith College has a right to know. In many respects I should prefer to write about some educational problem or some subject which could be treated in the usual academic fashion but I have a different conception of this brief message. Consequently I feel that there is no more need to make an apology for speaking in the first person than there is when one is writing a personal letter. Twenty months have passed since I was called to Smith College and during that time I have had opportunity to study carefully the history of the institution and to trace in detail the part played by the various forces, which, under the splendid guidance of President Seelye, have contributed to the remarkable growth and unparalleled development of the college. I have been increasingly impressed, both in reading the actual history of the college and in meeting the various Smith Clubs, with the unqualified loyalty of the alumnae and the practical, tangible evidence of their affection in generous contributions to meet the financial needs of the college. No institution can boast of a more devoted body of graduates nor one which has given more efficient service to the college. I will not occupy space by a recital of your achievements of which you know better than I.

Again I have been even more impressed, if that is possible, by the wise leadership of President Seelye and the constructive genius which he has manifested through a long administration both in creating and maintaining the traditions and ideals of the college and in the marvelous utilization of its financial resources. I use the words advisedly. I consider that no financier of the first rank could have made better use of our funds than has President Seelye.

When we sit down, therefore, to count the resources of the college we do not need to pause with the Treasurer's report. It shows our possessions in lands, buildings, art gallery, libraries, laboratories, plant

house, and endowment. Beyond these as our largest assets we must reckon with a student body which this year numbers 1617, (the largest enrolment of any woman's college in the world), with an alumnæ body numbering 4547, and in general with a constituency which is nation-wide and whose possibilities we have only begun to develop. Our right to utilize these latent resources is grounded in the efficiency of the college, its clear financial record, and its unlimited opportunity for increased service to the womanhood of America. Smith College is world-famous; its size, its dignity, its potentiality justify lofty vision on the part of all concerned with its welfare.

That such vision is not lacking is apparent from the consultations that I have had with the Committee of the Alumnae (appointed last June) through its Chairman, Mrs. Robert Archley Woods of 16 Bond Street, Boston. We have been trying to determine clearly what is our greatest need among all our insistent demands. That Smith College needs a new gymnasium, and that too at the earliest possible date, is pitifully apparent. The generosity of the alumnæ in providing the present one is only exceeded by the unprecedented growth of the college which could hardly have been anticipated. Equally urgent requirements are those of a Biological building and a Physics Laboratory. That there is wisdom in the call for Graduate Fellowships no one can question.

Back of all these needs, however, I discern a more fundamental and far-reaching demand, the full ramification of which cannot be portrayed in words. I covet the privilege of expressing in person how deeply I feel about this matter. The college exists to educate its students. The instrument which is important above all others for this purpose is the Faculty. *That their number should be in the right proportion to the number of students, and that they should receive adequate salaries* is the central consideration affecting the future welfare and standing of Smith College. Buildings are of vital importance and we must have them, but everything must be regarded as secondary to the educational efficiency of the institution.

Therefore, after months of careful consideration and after personal consultation with several members of the Board of Trustees and the Faculty, I proposed to the Trustees at a meeting held on November 22nd in Northampton that we all set ourselves to the effort of securing one million dollars of additional endowment to be used solely for increasing the educational efficiency of the college particularly in relation to the Faculty. The proposal was unanimously passed with enthusiasm and confidence. It was done, with a full recognition of the urgency of other needs, but with the clear conviction that here is the problem of primal significance. It was done also with the hope, which has already been fully justified on the part of the Faculty, that every one connected with

the college will feel that the undertaking is his own. The burden is not to be borne alone by the Trustees or the Faculty or the Alumnæ or the Students or the President, but by us all working together for a common end.

In order that no misunderstanding may arise certain very distinct considerations must be kept definitely in mind.

1. The campaign is not to be conducted with the "blare of trumpets" nor with the aid of too much newspaper notoriety. For the present at least it is hoped that the plan will not be alluded to in the daily press. This statement in the QUARTERLY is not regarded as a public announcement but rather as a letter to all the members of the college family.

2. It is not expected that the alumnæ will bear the chief burden of the effort nor be made to feel that an impossible undertaking has been thrust upon them.

It is hoped with confidence and assurance, however, that the full co-operation of the alumnæ will make possible the success of the campaign. This co-operation may take two distinct forms. The first is that which the alumnæ have always rendered in the giving and collecting of funds. Let those activities go on with increased vigor. The second form consists in the alumnæ everywhere doing all in their power to put the college in touch with individuals who are or may be interested in Smith College. I am already convinced that here is a large field the latent potentialities of which we little realize. Specifically, one of the largest services that an alumna can render is to place the college in connection with relatives or friends who may thereby be benefited by the opportunity of transmuting their wealth into character and womanhood through the instrumentality of Smith College.

I have ventured to hope that many of the Smith Clubs would want to undertake to raise a certain proportion of this million dollars. We only need ten clubs to give \$100,000 each to realize our aim. I should be pleased at any time to co-operate with any club by helping to formulate the appeal and by actual visitation upon the field. If a committee could be appointed, as the Chicago Club has already done, to organize and to systematize the campaign in a given locality, it would add great definiteness to our plans.

3. A further principle seems absolutely necessary if unwise duplication is to be avoided and if possibilities are not to be harmed. *The entire campaign must be centralized*, and, in accordance with the action of the Trustees, carried on through the office of the President. No possible donor should be approached by more than one representative of the college. The appeal should be made only when the largest possible result is to be achieved by the presentation of a clear cut need

and with a full recognition of the largeness of the undertaking. If committees in each center gather names of possible benefactors, collate all the valuable facts, organize their efforts, and (if desired) call in the aid of the President, we will probably cover in the most satisfactory way the entire country.

In conclusion let me say that the Trustees, the Faculty, and the President feel perfectly confident that this aim will be realized. What it will mean cannot be overestimated. It thrills one to meditate upon the possibilities involved for the College! We have the vision. May we be obedient to its call!

A CALL FOR THE NEW DAYS

FANNIE STEARNS DAVIS

Oh hear ye, hear ye, hear ye now all!
I come a-trumpeting!
Like a bugle at dawn I would thrill and call,
Like a wind of dawn on the wing!

Hear ye, now that the Tales are told
And our dreams fare far and wide:
Some of them young, and some of them old,
But all of them glorified!

You have heard how the Old Days nudged each other,
Arm in arm, close brother to brother,
When here on the hill the College Tower
Sat like a nun and struck the hour
All to herself; and a few glad feet
Trailed the Campus and crossed the street;
And classes were little, and sins were few:
A Garden of Eden, ere Satan threw
His evil apple of BIGNESS in.
(Oh Satan, Satan, thou serpent o' sin!)

You have heard how the New Days fear each other,
Heels a-flying, each spurning his brother:—
For the Campus twinkles with light on light
Of a thousand windows, each fall of night,

And the feverish passing of countless feet
Wears the grasses and troubles the street:
And where the apple-trees foamed with May
Tall brick and mortar defy the day:
And the classes are crowded like starry space,
And a Senior stares in a Junior's face
And never knows her,—while all may see
How vast and wise is the Faculty!

For the College is grown to a high estate,
And here on her hill she laughs at Fate.—
With her bright eyes signalling East and West,
And the heart-beats of pride in her heaving breast.
She scatters her children over the land
In a shower of petals: with lavish hand,
Lovely and laughing, or sure and stern,
She scatters them out at each June-time's turn.

But we, who have traversed some sober miles
Away from her problems and woes and smiles,
Shake our heads and say dolefully
“Things never can be what they used to be!
I never can send *my* daughter here:—
Just look at this *welter* of girls, my dear!
And President Seelye,—but there, you know
I shall *cry* if I talk about *that*!”—And so
We gossip and glower and reminisce
Till a tear gets under our talk. We miss
The faces we loved, the fashions we made,
And this great strange College sets us afraid,—
Timorous, doubting.—Such fools are we
For all our years and our dignity,
As we shrink from the New Days,—cowards we!

But hear ye, hear ye, hear ye now all!
I come a-trumpeting
With the call of your hearts,—oh a brave high call
Like a bobolink wild on the wing!
Look up from your gossip! Come back from the years
That lure you to sit and brood.
You must learn to be done with your shadowy fears,
For the New Times too shall be good!

*Is the Noonday Sun less mighty a Sun
Than He who hushes the Dawn?
Is the great god Phœbus less splendid a One
Than a little wild woodland faun?
And oh, is the College—this proud, tall Thing
That marches abreast with Time,
Less true now, less tender, less fit to fling
Her glamour on deed and rhyme?*

Look up, look up, from your boding of ill,
Look up from your sorrowful speech!
As fair as a day-dawn the College still
Sweeps into our sight;—and each
High-hearted one draws a sudden breath,
Tremulous, wild, and long,—
Like one on a hill who sojourneth
And watches the Sun grow strong!

I warrant you well, that the Old Days know
How goodly the New shall be:
That they laugh and are gay, as they dancing go
Out into Eternity!
I warrant you well, that the Old Days sing
A mystical pæan, sweet
And happy of heart through the echoing
Of the New Days' passionate feet!

Lo, Dumbness falls on me.—I grow still.—
Oh what of my glorying?
Like a bird that is lost in the heart of a hill
My song fades out on the wing.

In the still, still place where nobody goes
Save the gods that we hold most dear,
I will breathe you one word, like the brush of a rose,
All secret and soft.—Draw near!—
*Though the Great New Days shall be Glorious,
And Joyful, and Wise, and Free,—
The Great Old Days were the Friends of Us,
And we swear them our Loyalty.*
Yea, for their sakes, will we laugh to meet
New faces, ways that are strange;

Our hands shall be ready, our eyes shall greet
Unshadowed, the Shapes of Change.

But this,—for the sake of *Our Own, OUR OWN,*
That nothing can take away;
Like the druid roots of a proud tree, grown
Fast into our lives. Today
We feel them striking more sure, more deep,
Till our silence kindles to song:—
“Hearts of Us! Hearts of Us! Laugh and leap!
Follow the Gleam! Be Strong!”

Is’t not a good Song? Is’t not a brave?
This Call for the Days that are New?—
But oh, what made it so true, so brave,
But you,—Old Days,—But YOU!

SOCIAL REGULATIONS AND STUDENT GOVERNMENT AT SMITH COLLEGE

LUCIA CLAPP NOYES

From the opening of Smith College the regulation of the conduct of the students has been vested for the most part in the students themselves. In the early days of the college the small dormitories enabled the adoption of the family form of government. The students all lived in the houses on the college campus, and each dormitory formed a separate household which was organized as far as possible like a private family, and presided over by a lady who directed its social and domestic life, the regulations varying with the desires of the ladies in charge. Nothing could be more ideal than this absence of institutional regulation, and so far as possible this plan of the early days still maintains.

That which applies to a body of one hundred students can not be equally effective, however, when the numbers have increased until the family has grown into a community of the present size of Smith College. As the number of dwelling houses increased with the increasing student body, the ladies in charge of the dwelling houses, who had at first met only for conference and mutual help, formed themselves into an organization in order that the general conduct of the houses might be more

uniform; and the individual preferences which had at first prevailed gradually had to make way to a common standard. Soon, with the ever rapidly increasing number of students, a further organization became necessary, and a Social Regulations Committee was appointed, consisting of representatives of the ladies in charge of the houses and an equal number from the faculty. This committee was formed simply as an enlargement of the original plan and only such regulations were adopted as should obtain in any well regulated family group. The students up to this time being mostly segregated on the college campus readily understood, and acquiesced in all the recommendations and requirements. But, like a child who rapidly outgrows its clothing, the students outgrew the housing capacity of the college dormitories, and became so scattered through the city that they did not appreciate the significance of these regulations, and there arose a feeling among them that they were not being considered, that the laws were being enacted in an arbitrary manner, and that general student opinion was no longer a factor in the government.

Hence arose, by faculty sanction, the Student Council. This is a committee of the students consisting of representatives from each class whose function it is "to represent the students in their common interests, and to serve as a medium of communication between the classes, or between faculty and students, to influence the students in the direction of definitely organized public sentiment for the regulation of their social life, and in general to aid in establishing a better understanding between the faculty and students upon subjects of mutual interest."* The Council meets frequently for conference with the Social Regulations Committee and also with a specially appointed Conference Committee from the faculty, and in this way it is given an opportunity to discuss matters of student interest, both academic and social. If changes in the existing order are suggested each committee reports it to the body which it represents, and after the matter has been fully discussed a second conference results in a mutual understanding and agreement as to the adoption or rejection of the suggestion. The Council was organized in 1896 and is still the existing order at the college. Last year its duties were somewhat enlarged and more clearly defined, and an advisory or sub-committee was appointed in order that a more general interest might be aroused, and a larger opportunity offered for creating public opinion among the students.

Up to this time the student voice had been sounded through class or mass meetings. But, as usual in large communities, when a mass meeting was called, only those living on the campus or those especially

* Constitution of the Council of Smith College.

interested in the topic for discussion would respond, and it was felt by the Council that some other means must be devised for creating and arousing college sentiment, and for learning the will of the real majority. For some time it had been the custom on the campus for each house to elect a president whose duty it was to confer with the lady in charge concerning the students' conduct in the house, and to represent the students in social relations. These house presidents were now made a sub-committee of the student council, and their duties were increased so that they should represent the authority of the Council in upholding the social regulations, in preserving quiet, and in promoting honor in all academic, business, and social relations. Further the number of house presidents was increased so that all houses, whether on the campus or not, where any number of students live have the same organization. The presidents are elected by the residents of each house, but must be students formally approved by the mistress of the house (as the lady in charge is now called). The house presidents have regular meetings with the Council at which matters of student conduct are freely discussed, and measures approved by the majority are reported back to the houses by their presidents. In this way a wider public sentiment is aroused and in a more satisfactory manner than by the former method of mass or class meetings. It is also the duty of the house president to take note of or receive reports of violations of college regulations by house residents, and to make a personal appeal for better conduct; to consult with the mistress of the house and the president of the Council in regard to any repeated offense or refractory case. These three officers may outline a plan of discipline which, when approved by the Council, shall be submitted in the form of a recommendation to the college office. It is thus seen that the office of house president is next in honor and responsibility to that of a member of the Council.

Furthermore each councillor upon election pledges herself actively to uphold the social regulations of the college by example and precept; by investigation of known or repeated violation of rules; by personal appeal to known offenders for future observance of law; and by reporting to the college office repeated offenses or disregard of warnings. It is also the duty of the Council to study the social needs of the college, and to present suggestions for improved regulations to the appropriate college committees.

The question is sometimes raised by the alumnæ and friends of the college why Smith does not institute a student government association. The foregoing outline would seem to answer that question by showing that the form of council government, as adopted at Smith, differs only

in name and minor details from the so-called Student Government Associations of other women's colleges. So far as the writer has been able to learn, in no college is the final authority vested in the students. It is impossible to separate the responsibility for the government and reputation of the college from the president and governing board, and in them must rest the final authority to control matters pertaining to student conduct. The most that the students can assume is advisory power. As our colleges are constituted a patriarchal form of government must prevail, and any body of students, whether organized under the name of self-government association or of student council, must be responsible to the president of the college or his representatives, and consult with them as circumstances arise. In no college, however, should the student body be freed from its own responsibility in maintaining an individual decorum and uprightness, and in upholding the college spirit and honor. It is to further this aim that student organizations exist. Each student at Smith College should feel not only bound in honor to preserve a proper bearing with due regard to the rights of others, but to consider her every act in its wider relation to the college and its reputation. The trustees through the president and faculty can only attain the high aim of the college when each student, aided by the Council and its assistants performs her individual duty.

WHAT ALUMNAE ARE DOING SOME FACTS AND SOME THEORIES ABOUT WOMEN'S WORK

MARY VAN KLEECK

Recently Mill's Essay on the Subjection of Women, published in 1869, has been reprinted. To those who believe that the woman question can be understood only by the youngest and most up-to-date representatives of the latest generation in the world's history, the publication of an article forty years old, with a title so little pleasing to anybody, as a possible guide to twentieth century thinking, is a distinct surprise. The editor admits that Mill had very little to say about the wage-earning women who suffer "because of economic conditions wholly beyond the control of any but the voters of the country." But, "We know more, and know worse," he says, "than Mill did; and this fresh knowledge gives a new and wider applicability to much in his essay which otherwise might to-day be counted as rhetorical exaggeration." That applicability, the editor believes, is to be sought in the conditions of women's work, and particularly in the number of working women who have begun to enter the ranks of the suffrage movement.

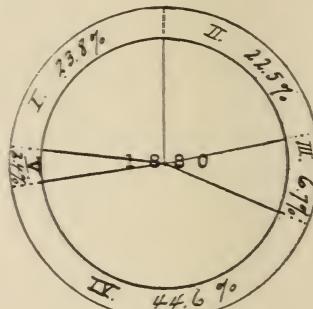
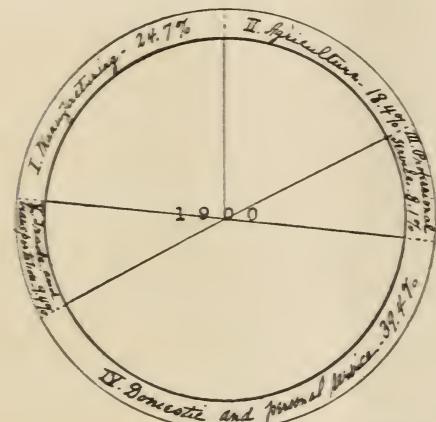
Quite aside from this particular political application of what Mill believed to be fundamental principles of liberty, the reprinting of this essay should compel us to think about two things. First, we ought to be looking for light on the economic conditions which might force anyone to believe that "the subjugation of women" is a timely phrase. Second, we ought to analyze our social attitude towards these conditions, test the social philosophy by which we pronounce them good or bad, and consider the possibility of taking an active part in their improvement.

Forty years ago Smith College had not been founded. Higher education of women was not a popular dream. Yet already enlightened experiment has vanquished all but the most belated scepticism, and the right of women to a college education and even to specialized professional training is not now successfully gainsaid. But, even now, very few graduates of women's colleges who go out, diploma in hand, to hunt positions, can doubt that our problem to-day is not how to gain admittance to a college but how to make effective use of ourselves after Commencement Day. Free choice of occupation, the most effective use of faculties, a share in the world's work, and a chance "to function" normally in the economic world,—to earn a living,—these are question-marks ahead rather than assured rights. They are neither definitely given nor positively denied. Nor is this a problem for college women alone. Among the five million

women counted as wage-earners by United States Census enumerators, factory girls are more numerous than women in professions, and the child who leaves elementary school at the age of fourteen to go to work is as serious a social problem of the right use of powers as the girls who receive diplomas on a June day in Bryn Mawr, Poughkeepsie, or Northampton.

In these past thirty years while the women's colleges have been proving their right to exist, the economic changes have been many and complex. The growth of cities, the continued passing of toil from home

INCREASE IN EMPLOYMENT OF WOMEN IN THE UNITED STATES



	1900	1880
I. Manufacturing	1,315,354	631,034
II. Agriculture	980,025	594,510
III. Professional service	431,174	177,255
IV. Domestic and personal service	2,099,165	1,181,300
V. Trade and transportation	503,574	63,058

to factory, and the increasing division and subdivision of the world's work among workers who are at once mutually interdependent and completely isolated one from the other,—these are changes which have profoundly influenced women's lives. In 1880, two million women worked for wages; in 1900, five million. In 1880, 631,034 women were employed in manufactures, and in 1900, 1,315,354. In offices and stores 63,058 women were employed in 1880, and 503,574 in 1900. In 1880, 1,181,300 women were at work in domestic and personal service, and in 1900 their number had increased to 2,099,165. Agriculture claimed 594,510 women in 1880, and 980,025 in 1900, while the number of women in professional work increased from 177,255 in 1880 to 431,174 in 1900.*

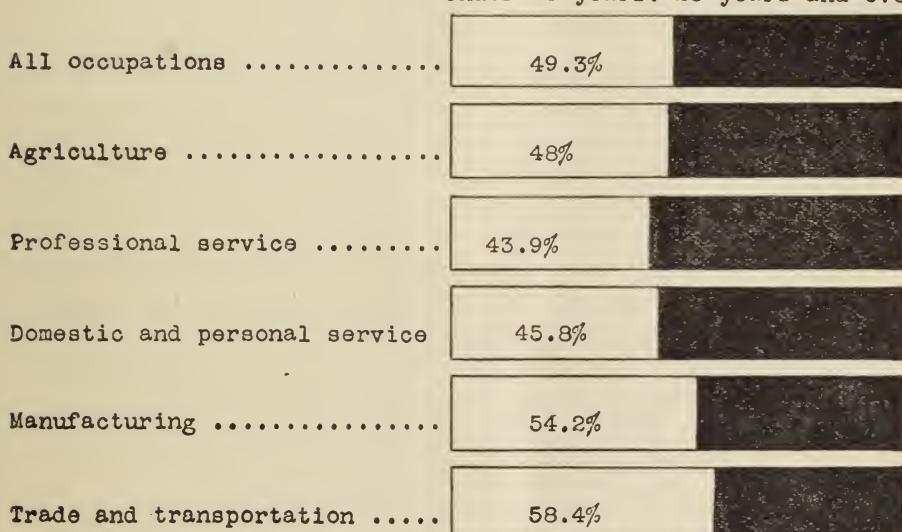
* U. S. Census, 1900, Occupations, p. xciv.

The work of these five million women does not appear to be so transitory and brief an experience in their lives as many have imagined. We are accustomed to talking about the youth of women wage-earners. It is true that 49.3% are under twenty-five years of age, but we must not forget that 50.7% are older than twenty-five,—34.7% between the ages of twenty-five and forty-five, and 16%, sixty-five years of age or older.[†]

In New York City, of every four women one is a wage-earner, of every four wage-earners one is a woman, and of every ten women one works in a factory. Manufacturing is subdivided into two hundred or

AGES OF WAGE-EARNING WOMEN IN THE UNITED STATES

Under 25 years. 25 years and over.



more different trades, in which there are many different processes. One minute task may be the sole occupation of a wage-earner. We have travelled a long distance from the days of self-sufficient households, in which all the necessary tasks now appearing in the census under so many different names were carried on by members of the family.

You may be indifferent to these facts, or you may regard them as good or bad, or you may find in them causes both for encouragement and alarm. Your attitude will depend on your philosophy of life, tempered by your knowledge of the actual conditions which are merely summed up in these large general statistics. By what standard are we guided when we say that women should be "in the home," or when we rejoice that many of them are earning salaries outside the home? If

[†]U. S. Census, 1900, Occupations, p. cxix.

we can agree on a standard, our prejudices will not be so serious an obstacle in discussion. We shall then be free to face the greater difficulty of applying the standard to complex and rapidly changing economic conditions.

Most of us would prefer to describe our social philosophy as democratic. Yet opponents of democracy, conscious or unconscious Nietzscheans, are not lacking even in democratic America. They believe that the race should be to the swift, and that the weak would better be left to perish. Secretly they feel a national pride in the achievements of captains of industry. They would have society serve the superman and satisfy his self-interest at the expense of the average man. When universal education is the subject of discussion, they deliver exhortations on the "folly and the danger of educating anyone above his sphere." If they are asked to join in campaigns against excessive infant mortality in tenement districts, they talk eloquently about "the unalterable law of the survival of the fittest," even though they have never taken the trouble to discover what Darwin really meant by the phrase. Some of them appear at legislative hearings in opposition to child labor laws, tenement house laws, or laws restricting the hours of work of women.

They serve, at least, to illuminate by contrast the democratic ideal. In democracy, I take it, our common interest is in race progress. We look forward to a social state in which there will be the largest opportunity for individual development, and in which the individual will find his highest development in advancing the interests of race progress. Doubtless the true democrat would say that the first test of race progress is the protection of the right of every child to be well-born and well-cared-for through the long period of childhood. Without this protection the race would come to an end. Because of the helplessness of childhood, the home, regarded as the visible expression of family life, must be safeguarded as essential to race progress. The second test is the provision for "traditional progress," handing on the gains of each generation to the next through books, art, schools, laws, churches, and all other means of social expression. For this phase of progress we need not only discoverers of truth, makers of art, creators of social gains, but men and women capable of apprehending truth, of appreciating art, of receiving social gains. A generation of toilers, shut up in factories ten hours every day, dwarfed in body, stunted in mind, without leisure for recreation in its true meaning of *re-creation*, would perchance leave untouched and unknown the social treasures of their predecessors, and the generations to come would be impoverished by the loss.

The democratic standard, then, by which to test not women's work considered separately but women's work in its relation to the whole

complex method of getting the world's work done, seems to be expressed in these questions: Are the conditions of work of women such as to benefit the race? Do they insure the welfare of children? Do they afford ample provision for winning and passing on social gains?

It would be a courageous theorist who would undertake glibly to answer these questions now, even though we may "know more and know worse than Mill did." The questions point to a field of research whose possibilities for race progress are beyond measurement. Nor is it a specialized study limited to a few. Every woman is a part of the problem, whether she be a worker earning wages, or a worker without wages, or a drone shirking her share of the world's tasks. An unprejudiced point of view, a scientific attitude of mind, and imagination, these are fundamental needs if we would join in the effort to bring in the new democracy.

Concerning one group of women workers,—the women in trades,—there is a growing fund of information. The facts are not all encouraging, measured by the test which we have suggested.

Approximately one hundred and fifty thousand women and girls work in factories in New York City. Nearly half, 47%, earn less than six dollars in a week. Only 18.3%, less than one in five, earn nine dollars a week or more. Yet at a recent convention of the National Women's Trade Union League, it was stated (and so far as I know, the statement has not been challenged) that "a conservative estimate of the cost of living in the larger cities is about \$9 a week, and this does not cover such needs as medical and dental care and such human wants as recreation." The census tells us that the average weekly wages* of women in the United States in the confectionery trade are \$4.83; for making fancy and paper boxes, \$5.48; hosiery and knit good, \$6.01; corsets, \$6.13; books and blankbooks, \$6.13; artificial flowers and feathers, \$6.20; gloves and mittens, \$6.30; women's clothing, \$6.85; millinery, \$7.25, and boots and shoes, \$7.60.

Of the home responsibilities and the home resources of the women, we know very little. The census tells us that about one in every five (19.1%) is boarding; 14.4% are heads of families; 66.4% are living with relatives.† It is unwise to be too complacent about those 66.4%. In a recent investigation of women at work in binderies it was found that, although only 8% were boarding, 30% were living in households in which women were the only wage-earners. These households are at the mercy of the forces which protect or assail the standard of wages for women workers.

* U. S. Census, 1905, Bulletin 93, p. 98.

† U. S. Census, 1900, Statistics of Women at Work, pp. 25-26.

There are two important phases of women's work in trades which show how great a task of reconstruction lies ahead of industrial communities. These are overtime work and slack season, a tremendous pressure of toil for a few months and then no work and no wages. Discussion of so important a question cannot be condensed into a few sentences. We may only point out that the wage statistics quoted from the census represent payments in a busy week in the year. They take no account of loss of time through slack season, illness, and enforced vacations without pay. The longest and most irregular slack seasons are found in the trades dominated by women's fashions. At the other extreme from the idleness of the dull season is the lengthened working day of the busy weeks,—possibly twelve or thirteen hours a day, seventy or more hours in a week.

For saleswomen in stores, also, there is this pressure of work at the busy season, followed often by unemployment. Here is the week's schedule of one girl who is a saleswoman in a candy store, helping men and women to celebrate Christmas, 1910.

Dec. 11th, Sunday—8:30 a. m. to 6 p. m., $\frac{3}{4}$ hour noon; total,	$8\frac{3}{4}$	hours
Dec. 12th, Monday—8 a. m. to 6:30 p. m., $\frac{3}{4}$ hour noon; total,	$9\frac{3}{4}$	"
Dec. 13th, Tuesday—8 a. m. to 6:30 p. m., $\frac{3}{4}$ hour noon; total,	$9\frac{3}{4}$	"
Dec. 14th, Wednesday—8 a. m. to 6:30 p. m., $\frac{3}{4}$ hour noon; total,	$9\frac{3}{4}$	"
Dec. 15th, Thursday—8 a. m. to 9:30 p. m., $\frac{3}{4}$ hour noon; no time for supper; total,	$12\frac{3}{4}$	"
Dec. 16th, Friday—8 a. m. to 9:45 p. m., $\frac{3}{4}$ hour noon; no time for supper; total,	13	"
Dec. 17th, Saturday—8 a. m. to 10:30 p. m., $\frac{3}{4}$ hour noon; no time for supper; total,	$13\frac{3}{4}$	"
Total working hours in the week,	$77\frac{1}{2}$	"

Do these facts signify that our present industrial conditions make for race progress? Do they indicate that modern production is perfectly adapted to women's welfare? Do they not suggest that it is time to take hold of problems of reorganization and adaptation, to the end that tasks may be done with benefit, not injury to the worker?

In dwelling on the problems of trades, I would not be understood to imply that they are typical of all occupations in which women are employed. Far from it! Even a cursory study of the tasks included under the name manufacturing alone would convince us that we have as many different problems as there are occupations. The only rational procedure is a thorough study of them all, and it is for such research that I am pleading.

But while recognizing the diversity and complexity of the problems, it is equally important to recognize the fundamental elements which they have in common. We must also recognize the common relation of these many different occupations to the home, whose needs give rise to them. Forget for a moment the constantly assumed distinction between home-making and wage-earning. Think of the home as a social organism, not an industrial plant, and then think of the prime needs of that social organism as an instrument in race progress,—food, shelter, clothing, and social intercourse. The census volumes on occupations are nothing but statistical descriptions of the method of supplying these needs. The two million women employed in domestic and personal service are not the only group who serve the home. Equally necessary are the one million factory girls, the five hundred thousand in stores and offices, the nine hundred thousand in agriculture, and the four hundred thousand in professions. Equally necessary are the uncounted women who contribute to these needs without wages. Not all the work of the world is paid for. Neither the factory system, nor the wage system, has been completely developed. In the United States, one woman in every five is a wage-earner; more than three in every five are married, widowed, or divorced; less than one in every five is neither married nor a wage-earner.* The problems of wage-earners and non-wage-earners alike are those involved in making the most effective use of powers. Is the energy of the thirty million women in the United States being used to the best advantage, or is much of it wasted on tasks which have little or no relation to race progress?

This is too big a problem to handle except in sections. But its importance challenges us to begin with at least one section. No set program of reform can meet the conditions. Experiment stations are needed for first-hand study and action in many communities.

The privilege of a college education for women in this country was not won by argument nor by theory, but by experiment controlled alike by the scientific attitude and a large faith in the future triumph of an ideal. The ideal was to give to women as fully as to men the opportunities which a college affords for the development of power. The same spirit, the same method of experiment, and the same ideal are needed now in solving the problems of women's work. And the women who have profited by the first triumph may well be expected to take the lead in the big task which faces the present generation, the task of economic reconstruction.

In the past three or four years a movement has begun which promises to give us just the experiment stations needed for this task

* U. S. Census, 1900, Statistics of Women at Work, p. 14.

of reconstruction. An agency frequently despised has been seized upon for this purpose, namely, the employment bureau. Its name has been changed to vocation bureau, its functions have been increased to include not merely the registering of names of applicants seeking work and employers seeking workers, but to give advice in the choice of vocations, to crystallize vague demands for service into definite opportunities for remunerative employment, to standardize efficiency and salary-rates, to make the experience of many available for the use of each applicant, and to gather data which shall have direct bearing on educational ideals. Strange to say the movement has developed further for school children than for college women. For example, the Board of Education of New York has actually voted to make vocational guidance a definite part of the school system, and there were a sufficient number interested to make possible a convention in Boston last November. As Boston has been a leader in vocational work for girls and boys, so it has begun a pioneer experiment for professional women. Under the direction of Miss Laura Drake Gill an Appointment Bureau has been organized by the Women's Educational and Industrial Union.

Another important experiment station in vocational work is our own college registry managed by the Faculty Committee on Recommendations. It is in this connection that an opportunity is offered to our alumnae to take hold and help by serving as the representatives of our Faculty Committee in their communities, studying the opportunities open to women, and recommending experienced alumnae for positions for which the college registry may have no suitable candidates. The need is surely obvious to us all. Without some such organized effort graduates of Smith College year after year drift into occupations for which they are not suited. The result is not only loss of time, but loss of efficiency and failure to render the best possible service.

To experiment in meeting this need the Smith College Club of New York has voted to organize a Bureau of Occupations under the direction of a paid secretary. Ultimately a bureau of this kind ought to be self-supporting, but in the experimental stage its support must be guaranteed by contributions. The work will begin when sufficient financial backing has been secured. In the meantime efforts are being made to secure the co-operation of other alumnae organizations in New York. We are dreaming that ultimately there may be branch bureaus in every community where there are Smith College clubs.

The beginnings will be small, but there is no reason why the growth should not be assured. For the end to be attained is very large; for women, the spiritual value of work which demands, not drudgery, but the fullest development of power; for society, the setting free of energies not now fully utilized, larger service, more rapid race progress.

The following sonnet is the introduction to the charming collection of poems entitled *Skies Italian* by Ruth Shepard Phelps.

(Methuen & Co., London; E. D. Brooks, Minneapolis.)

FOREWORD

TO A. U.

"O WOMAN-COUNTRY!" Lisa's sweet still smile;
The tears of wasting Pia; the despair
Of young Pomilia, netted in foul snare;
Francesca's passion; something of the guile
Of her who wooed the Roman by the Nile;
Pale Juliet's moonlit beauty: These thy share,
These spells that like dim jewels star thy hair,
And hold a World thy lover this long while.

O Italy! the heart that knows not love
Half finds it, loving thee; the love-taught heart
Thrills newly by thy fountains. Ours thou art
Who cherish thee—it needs not that we prove
Us native to thy skies; nay, better be
Of young lands born, and born to yearn for thee!

RUTH SHEPARD PHELPS.

THE ALUMNAE PUBLICATIONS FOR NINETEEN HUNDRED AND TEN

That the alumnae may be informed as to the current literary work of the various graduates and non-graduates, the following list of publications issued during 1910 is given. Will the alumnae notify the compiler of omissions or corrections.

Hereafter, the QUARTERLY will, in each number, give a list of alumnae publications as they are issued. Contributions to this list should be sent promptly to Nina E. Browne, 44 Pinckney Street, Boston.

The Association is gathering the publications of the alumnae for a collection in the college library, and copies of those not already in the collection are solicited. These also should be sent to Miss Browne.

- Adler, Eleanor H. 1905. Self-support for the handicapped in Survey, 30 Sept.
- *Anderson, Florence J. 1898 (Mrs Gilbert) Housekeeping in China in New idea woman's mag. Aug.
- Barrett, Mary F. 1901. Three common species of Auricularia in Mycologia, Jan.
- Bigelow, Harriet W. 1893. Observations of comet 1909e (Daniel) in Astronomical jour. 28 Jan.
- *Blanchard, Grace, 1882. Phil's happy girlhood. Boston, Wilde.
- Bowley, Flora J. 1904. Only a sparrow in Boston post, 24 Jan.—When money is not king, in Boston post, 3 Mar.
- *Bradford, Anna H. 1896-1897, 1898-1900 (Mrs Hubbard) The noble chestnut in Every other Sunday, 3 July.
- Branch, Anna H. 1897. Rose of the wind, and other poems. Boston, Houghton.
- *Bray, Josephine C. 1895. Mammy in New England mag. Jan.—"Chile trouble" in N. E. mag. Mar.
- Crim, Annie J. 1909. "If love were always laughter" in Century, Dec.
- *Crowell, Jane C. 1895. The cross of our Lord in Sacred Heart review, 12 March—A question of quotation; Art, literature, and Cupid in Springfield republican, 9 Oct.
- Curtis, Elnora W. 1892. Outdoor schools (concluded) in American city, Jan.
- Cutler, Martha H. 1897. in Harper's bazar: Furnishing the \$5,300 house for \$1,000, Jan.—The spoiled child, March—Health and beauty, March—Artistic piazzas, June—The passion play, Aug.—Inexpensive pictures, Aug. — Desirable halls, Sept.—Furnishing for \$300, Oct.—Settles, old and new, Nov.—Woodwork in the home, Dec. Miss Cutler also conducts a department of Home decoration in the Bazar.
- Daskam, Josephine D. 1898 (Mrs Bacon) The biography of a boy. N. Y. Harper. (Reprinted from Harper's bazar)—The miracle in Harper's, Nov.—While Caroline was growing. N. Y. Macmillan.
- Davis, Fannie S. 1904. After copying goodly poetry in Century, March—The city's cry in Harper's, Sept.—Content in Good housekeeping, Apr.—The forbidden lure in Harper's, Nov.—Gipsy in Delineator, Nov.—Of Helen Keller in Good housekeeping, June—Of youth in Good housekeeping, March—Oh strong desires in Harper's, Aug.—Rainy weather in Atlantic, May—The rebel in Delineator, Aug.—Restlessness in Good housekeeping, Jan.—Sabbath breaking in Good housekeeping, July—Water fantasy in Century, Oct.—The woman who smiled in Good housekeeping, Jan.
- Dickinson, Martha G. music 1885-1890 (Mrs Bianchi) *Autre fois in Atlantic, Apr.—Child of earth in Century, June—The dead hunter in Outlook, 24 Sept.—Russian lyrics and Cossack songs. N. Y. Duffield—Song of the village lass in Delineator, Nov.
- *Doty, Madeleine Z. 1900. What a woman's college means to a girl in Delineator, March.
- Dunbar, Olivia H. 1894. The eclectic in Harper's Sept.—A merchant prince of the middle ages in Harper's, May—Mrs. Mackay at work in Harper's bazar, Apr.—The sycamore in Harper's, July—Trailing the "Come by chance" in Harper's, March—What faith is fed on in Smart set, May—The willow garland in Lippincott, Dec.
- Dunton, Edith K. 1897. Betty Wales on the campus by Margaret Warde [pseud.] Phil. Penn pub. co.—By and about Shaw in Dial, 16 Oct.—The lore and romance of the fan in Dial, 1 Apr.—The world and Chesterton in Dial, 1 Oct.

- *Elmer, Edith, 1890 (Mrs Wood) A converted cosmopolitan in New England mag. Jan.—An oberland chalet. N. Y. Wessels & Bissell co.
- Fassett, Anne M. 1896. Housekeeping in Japan in Harper's bazar, Jan.
- *Flershem, Albertine W. 1897 (Mrs Valentine) The American college woman in the home in Outlook, 17 Sept.
- Francis, Vida H. 1892. Cathedrals and cloisters of the Isle de France by Elise W. Rose and Vida Hunt Francis. 2 vols. N. Y. Putnam.
- Hastings, Mary W. 1905. The friend of a friend in Good housekeeping, Apr.—A man in a motor in Cosmopolitan, Apr.—The predicaments of Molly in Good housekeeping, Aug.
- Hazard, Grace W. 1899 (Mrs Conkling) Pan in a child's garden in Craftsman, June—The quest in Craftsman, Oct.—The scissor-man in Craftsman, June.
- Hill, Edith N. 1903. A proverb in porcelain, with apologies to A. D. in Columbia univ. monthly, Jan.
- Humphrey, Zephine, 1896. Ursa minor in Atlantic, June.
- Laporte, Anna M. 1902. New-Year's eve in old Canada in Springfield republican, 1 Jan.
- Larmour, Victoria A. 1908. Gentle Corea, translated from Georges Ducroze in Magnificat, Manchester, N. H. Apr.
- Laskey, Edith D. 1901. The chance in New England mag. Apr.
- McDuffie, Alice L. 1896. The nutshell Boston guide, 3d edition. Cambridge, University press.
- Martin, Emilie F. 1909. The history of our town, sawpit anecdotes, compiled from R. M. Lush papers in Chart mag. July 1909—July 1910.
- Merriam, Florence, 1882-1886 (Mrs Bailey) *Memories of a frontiers-woman in Outlook, 30 July—The red-headed woodpecker in Bird lore, March-Apr.
- Miner, Maude E. 1901. One section of the inferior courts law in Survey, 5 Nov.—Probation work in Vocations for the trained woman, pages 9-12—Probation work for women in Annals of American academy, July.
- Mitchell, Julia P. 1901. Jean Pierre Tétard in Columbia univ. Quarterly, June.
- Ormsbee, Mary R. 1907. Domestic service teaching in New York state in Good housekeeping, Jan.
- Perry, Jennette B. 1886 (Mrs Lee) The house-top room in Harper's, May.
- Phelps, Ruth S. 1899. Review of Le Pétrarquisme en France en XVI siècle by Joseph Vianey in Romanic review, May—*Skies Italian, a little breviary for travellers in Italy. Minneapolis, E. D. Brooks.
- *Rae, Mabel, 1908. New York city's dental hygiene conference exhibit in Survey, 28 May.
- Ray, Anna C. 1885. Sidney, her senior year. Boston, Little.
- Richardson, Bertha J. 1901 (Mrs Lucas) The woman who spends. 2d edition, Boston, Whitcomb.
- Richmond, Myrtle L. 1907. Computations of the Observations of comet c 1908 (Morehouse) in Astronomical jour. 21 March.
- Robbins, Jane E. 1879-1880. The settlement and the public school in Outlook, 6 Aug.
- Russell, Annie M. 1886 (Mrs Marble) Centenary of America's first novelist in Dial, 16 Feb.—Memorials of a gifted woman [Louise Chandler Moulton] in Dial, 16 Sept.
- Sanford, Martha C. 1892-1894. Gifts from the Companion in Woman's home companion, Dec.
- Scudder, Vida D. 1884. Introduction to Bede's Ecclesiastical history (Everyman's library) N. Y. Dutton—Shorter English poems from the college entrance requirements. Chicago, Scott Foresman—Chris-

- tianity in the socialist state in Hibbert jour. Apr.—Socialism and religion in Harvard theological review, Apr.—Socialism and sacrifice in Atlantic, May.
- Sherman, Ellen B.** 1891. When the shadows lengthen in New England mag. May.
- Sherman, Hope,** 1907. The composition of some Bengali food materials in Amer. chemical soc. Jour. Apr.
- Skinner, Lilian M.** 1891. Rent collecting in Vocations for the trained woman, pages 49-54.
- Smith, Frances G.** 1893. Development of the ovule of *Zamia floridana* in Botanical gazette, Aug.
- Stevens, Louise F.** 1908 (Mrs Bryant) *The feeding of school children in Dietetic and hygienic gazette, Sept.—*School feeding in Europe in Journal of home economics, Apr.—What is eugenics? in American baby, Feb.
- Van Kleeck, Mary A.** 1904. Child labor in home industries in Annals of American acad. March.
- Walker, Emma E.** 1887. Baby's air house in Good housekeeping, June—Pretty girl papers. Boston, Little—Pretty girl questions appeared regularly in Ladies home journal.
- White, Grace G.** 1889. Laundry work in Vocations for the trained woman, pages 97-100.
- ***Wood, Georgia,** 1892-1893 (Mrs Pangborn) Old builders and new in Scribners, Aug.
- Wood, Julia F.** 1897-1899. Cupid and Jimmy Curtis in Century, Oct.—Love and the canal in Century, Nov.—A princess of Porto Bello [Marion Whitney, pseud.] in Ladies home jour. May.
- Wright, Alice M.** 1904. Song in Harper's, Feb. and June.

* In the Alumnae collection.

APPLEBLOSSOMS

Translated from the Danish of Ludwig Holstein by AGNES MYNTER, published in *Buffalo Commercial*, March 28, 1901.

You lovely appleblossom rare!
 Whence comes your color, lovely one?
 "Oh, I'm the sweetheart of the sun"—
 And whence has come that rosy glow
 That fills your pretty cheeks with pride?
 "Oh, I'm the sun's dear springtime bride!
 Enraptured by my bridegroom's kiss
 I live but in his breath—ah me!—
 One little, blissful, springtime day.
 And when his last, sweet burning kiss
 With sunset glory touches me
 I whispering say
 'I love but thee!'
 And every fragrant bough I bend,
 And shower from the branches down
 My blossoms white, my wedding gown."

LET US TALK OF MANY THINGS

WHY THE SEA IS BOILING HOT

In two out of the four numbers of The QUARTERLY last year, the editor of this department felt called upon to administer a scolding, first to its readers, because they would not talk, and then to its non-readers,—a rather futile arrangement perhaps,—because they would not subscribe. At the risk of being relegated to the ducking stool, I propose again to let loose my shrewish tongue, and in the silence which envelopes this club room, I hope that my voice will re-echo disturbingly in your ears and consciences.

When the department was created, its express purpose was to furnish a friendly spot where the alumnae could meet and talk as in a club. But what sort of club members have you turned out to be? Who would imagine that you belonged to the talkative sex? Of all the contributors last year only three spoke without first receiving a special gilt-edged invitation. While this year, you do not speak even when spoken to! It was supposed that the genial atmosphere created by those delightful,—if persuaded,—talkers of yesteryear, would so mellow all hearts and loosen all tongues that the club room this season would resound with sublimated conversation and take on the guise of a spiritual high tea.

How swiftly have the editorial illusions been dissipated! In October, the volunteers reached a magnificent total of one! While for this number, eighteen women have I besought on bended knees, and my ill success as a wooer lies plain before you. All the more honor to the Corporal's Guard who responded.

The editors will say nothing of their strenuous board meetings in the teeth

of torrential rains and whirling blizzards, with danger to life and limb,—as surely as a date is set, the sky becomes overcast and the record rain or snowfall of the season is scheduled,—nor do they try to appeal to your pity and your suffrages by detailing other difficulties, less spectacular perhaps, but in number as the sands of the sea,—for this is all in the day's work and part of the glorious and gloomy life of an editor. But they do announce that presently in sorrow and in anger they will issue a series of flaming little pamphlets for alumnae consumption on such vital subjects as "The Simple Use of the Postage Stamp," "The Cure of the Deaf and Dumb," "How and When to Answer Letters," "The Lost Art of Conversation," and others. Then, if these fail to rouse the dormant esprit de corps in whose existence they still have a lingering faith, they will be obliged to close the club doors, lower the shades, and take down the sign.

What are you going to do about it?
THE EDITOR.

A few weeks ago
WHY THE GRIND IS NOT A "CELEB" I had the pleasure of hearing President Burton speak before the College Club of Springfield. He said among other things that studies do not now hold the position in the ordinary college course which they should hold, and in connection with this he mentioned the attitude of students toward the "grind." Yesterday it was merely "grind," today it is "greasy grind," that is there seems to be a growing lack of admiration for the scholar. In this connection President Burton quoted the remark which Max Friedländer, the visiting professor

at Harvard University, made to President Lowell, "Why, President," he said, "your young men seem to take as much interest in foot-ball as in their studies." President Burton added that he only wished they did.

These remarks set me a wondering. Why do we not, or better perhaps, why did we not admire the girl who excelled in her studies? We didn't you know, we never envied her a bit. Our freshman minds were awed and likewise corrupted by the girl who learned her lessons between Seelye Hall and College.

Well, we are not alone in our attitude toward scholarship, the world shares it with us. I beg the world's pardon. It is so easy to creep back into the college atmosphere, that I forgot to say that we share that attitude with the world. I thought that this was all my own idea, but a friend pointed out the fact that President Lowell had previously stated it, therefore in accordance with my English paper training I shall put a little asterisk and cite my authority.

That is, the characteristics of the mere student are no longer the characteristics admired in the world at large any more than on the college campus. Withdrawal from active life; close application with no objective point but the acquisition of knowledge for the sake of knowledge; subjective absorption; these are no longer lauded by public opinion. In the educational yesterday scholarship carried with it a social prestige which it has to a marked degree lost in the present, because of our democratization of knowledge. Then too, the note struck in the mediæval monastery is dying out. No longer does the world's approval follow him who withdraws from it to con his tasks for pleasure. He must con them that he may serve his fellow-men. The educational ideal is changing with the social ideal, "Education for service" is the motto of today.

Precisely, and that is the reason why

one should study during the period of preparation, so that one may serve when prepared. But, if the characteristics most needed and hence most approved and admired by the world are not developed in our class rooms, then the girl who excels there and there alone will not win the same place in college which is held by the basket-ball captain, the social leader, the executive organizer, the dramatic star. For in these so-called outside interests are developed such characteristics as leadership, executive ability, power to organize, self-reliance, initiative, originality, and, above all, social adaptability. These are the qualities, which like Good Deeds in "Everyman," are to accompany us after commencement out into the world.

Now are these characteristics fostered in the class room? I think that if they were the girl who studies would no longer be called "the grind." She would take her place beside the athlete, the hero of dramatics, and the class president.

According to the frivolous remarks of certain light-minded alumnae the most useful product of the class room might be deduced to be "nerve" and powers of bluff. Far be it from me to quote such levity seriously, let us take it for what it is worth, for methinks these young women can not voice the true results of class room experience.

However, I have asked a number of graduates, who represent various colleges, what is the most valuable thing which they have learned at college, and not one has said that it was her studies.

What are the characteristics which belong to the grind? Are they of no use? Among them are certainly attention, application, creative ability, qualities which have value certainly, but largely a selfish not a social value. Perhaps our admiration for the social characteristics and, since society must have leaders, for the characteristics of the leader is over-pronounced and disproportionate, but if such is the case is

not the admiration of the world warped along these same lines? We live in the twentieth century and not in the nineteenth or the fourteenth, so why fight against it. It is like the duck who said to the hen who had fallen into the pond, "Don't cackle, swim or you'll drown."

Since society needs and admires certain qualities these are the qualities in which those who wish to rise desire to excel. As long as these qualities are fostered in the so-called outside interests, studies will not take that position which is theirs by right. An organization of the class room which will give free play for originality, initiative, and social leadership, which will cultivate social lessons and teach social adaptability will place the emphasis in a college course where it should be, on the work of the class room. When this is so the disapproving term "grind" will vanish or perhaps we shall hear some enthusiastic freshman exclaim that her junior idol is a "corking grind." Doesn't that give you a queer sensation?

The qualities that are admired in college are not fostered in the class room, nor is there a chance for the display of them there,—that is my simple diagnosis of the case, but having diagnosed it I think I shall resign the Speaker's chair, for if anyone should ask me the embarrassing question, "How would you organize the class room so that all these qualities would be the result?" I should be covered with confusion and take refuge in evasive talk on cabbages or kings.

Alice Marjorie Pierce, 1909.

Several years ago, Smith offered **OUR FOREIGN MISSION-ARIES** a fellowship for the investigation of the nature of professions in which Smith women engage after leaving college. It must have been a mighty interesting study, with many surprising discoveries; for women

of the present day are entering all business and professional lines, and creating new ones as well. Of these many openings, perhaps none offers more variety and influence, nor calls for more powers, than missionary work. We are glad to think that of this work Smith College is doing her share,—particularly if her activity is backed by enthusiasm and purpose sufficient to impel her to support missions more generously and more widely.

Smith graduates who are practically doing missionary work in this country, under varied organizations or in quiet ways alone, are so many that it would be impossible to count and classify them. Even our limited number of foreign missionaries we can pigeonhole only in a loose, general way; for each one seems to carry on so many activities as to prevent her being called plain "missionary," a genus which has many species.

One of the most wonderful things about missionaries is the extent of their influence. Out goes a brand-new one,—and the first thing you know she is teaching girls who carry back the Christian spirit to their obscure villages, and who in turn become the teachers of many girls or mothers in Christian homes. So the chain goes on endlessly, link by link in many lands. Think of Smith College having little sub-stations in India, China, Japan! The field of the Smith missionary spirit is not narrow. Of the thirty-nine missionaries who have gone out from Smith as alumnae or undergraduates, ten have worked in China or are now at work there; ten in Japan; ten in India; two in Syria; four in Asiatic Turkey; one in European Turkey; one in Colombia, South America; and one in Korea.

These alumnae and non-graduates represent eighteen (out of thirty-two) classes, ranging from 1882 to 1907; the banner classes are 1900 (seven missionaries) and 1901 (five). The long-

est term of service to date is twenty years, representing the devoted labors of Mary B. Daniels, 1882, whose work ended only with her death (Japan, July, 1909); and of Clara Converse, 1883, still the principal of the "Truth-seeking Girls' School" in Yokohama, of whom the board reported that "she has done grand service in a most unostentatious manner." Six others have served for fifteen years or more; four, for periods from ten to fourteen years in length; and twenty-seven, from one year to ten. Twenty years of service indicates that most missionaries feel so truly the need of the work, and enjoy it so deeply, that they do not forsake it for any passing discouragement or delayed "results." The many short-term services recently begun, very few of which are completed, denote the recent increase in missionary enthusiasm,—to be annually fostered, as it was begun, by the influence of Silver Bay and other student conferences.

Occasionally one meets a courageous individual who does not fear to display ignorance by asking, "Just what does a missionary do, anyway?" For a long time the popular idea of a woman missionary was of a lean, sour-faced individual clad in severe and "decent" black, her hair "slicked" into a tight knob at the back of her head, who thrust forward an open Bible to "the heathen." Now the term "heathen" is happily being forgotten, and the modern missionary preaches in many other ways than by the book alone. If we could have a number of snapshots of her, many would show her as a teacher, in any grade from kindergarten to college, a friend and mother to the girls in her charge; one would show her in nurse's uniform; in one she would be busy in homely household duties, with one eye on the baby to see that he shouldn't get into mischief; and in one, she would surely be seated on the ground at the edge of a village, asking questions and writing prescriptions with lightning

speed, for the crowd of sick, dirty, ragged natives who crowd about her. The sour person in decent black you would never recognize in this happy, energetic woman in an American shirt-waist.

Our Smith missionaries, a few past and many present, number twenty-five teachers (including one kindergartner), three physicians, one editor, six social workers (by which is meant work in zenanas and other native homes, church and Sunday school work, etc.), two evangelists, and twenty home makers. Almost every missionary combines at least two of these lines of work. The "home maker," as one might call her, is by no means the least busy among these; for although she is often not an ordained missionary, she makes a home for her missionary husband, takes care of their children, usually conducts classes in sewing and other industrial branches, and often has further duties of church work and of visiting the people in their homes.

It is easy to understand how any and all talents and powers which a woman can command are doubly valuable on the mission field. Yet in all the completeness and devotion of her service, the modern missionary never wears a halo; though you may often see in her face the light of an inward consciousness that, whatever her shortcomings, she is doing her utmost to fulfill her part, and that she is finding joy in so doing. She never looks upon herself or her work as heroic. She is a woman of common sense, energy, and often of an abounding sense of humor.

When we consider the thirty-two Smith girls who are now actively engaged on the foreign field, and those retired from foreign service who have only transferred their activities to this land we must all feel proud to have a bond of union with such fine women. Whether or not we "believe in missions," we must be glad that so many lives are being lifted into light and joy,

through them. We shall have learned the same spirit but poorly, if our interest in them fails of expression in loyalty and friendly intercourse and material help. To this last, some may protest, "But they are supported by the boards." Yes,—on pitiful salaries. I wonder how many of them were ever surprised by a gift from a friend at home, to be used just as they liked in their work?—perhaps in a pet scheme neglected for want of funds. To Delia Leavens, 1901, the college missionary, we have pledged our financial support; at least, "the college" has so pledged it; and are not the alumnae a part of the college just as much as the undergraduates? I wish I might say in an aside, while we are talking here together, that I think we should be ashamed of the meagre share which we alumnae contributed toward the expenses of our missionary's first year. A few of us did all that we could, but a few could not do it all. I wish that some enthusiastic soul would speak to us individually on the subject of her next year's salary, so eloquently that every one of us would make some contribution.

If anyone wants to ask about particular missionaries, perhaps she will find her questions answered in the following list; or in more detail in the missionary record published in the Monthly 1908-9 and 1909-10:

SMITH COLLEGE MISSIONARIES

1882	Mary Daniels d.	Japan
	Teacher, evangelist	
ex-1883	Mabel Allen Sleeper r.	European Turkey
	Teacher, editor, home maker	
1883	Clara Converse	Japan
	Teacher	
	Charlotte Willard	Asiatic Turkey
	Teacher	
1885	Grace Greenough Crawford d.	Asiatic Turkey
	Teacher, home maker	

	Caroline Hamilton, M.D.	Asiatic Turkey
	Physician	
ex-1886	Esther Fowler	India
	Teacher	
1888	Anna Carter Adams	Syria
	Social worker, home maker	
ex-1889	Harriet Parker, M.D.	India
	Physician	
ex-1892	Mary Harding	India
	Kindergartner	
1892	Sally Peck	Japan
	Teacher	
1894	Belle Richardson Johnson r.	Japan
	Teacher	
1895	Rose Fairbanks Beals, M.D.	India
	Physician, home maker	
1896	Anna Lloyd Hunt	Korea
	Home maker, evangelist	
	Theodora Paine	China
	Teacher	
ex-1896	Gertrude Porter Hall	Syria
	Home maker	
ex-1897	Esther Buxton r.	Colombia
	Teacher	
1897	Elizabeth Cole Fleming	India
	Home maker	
	Mary Ward Dunning	Japan
	Teacher, home maker	
1898	Florence Anderson Gilbert r.	China
	Social worker, home maker	
1899	Mary Fairbank	India
	Teacher, zenana worker	
1900	Florence Brooks Cobb	India
	Home maker, teacher	
	Adelaide Dwight	Asiatic Turkey
	Teacher	
	Annie Foster Murray	Japan
	Teacher, home maker	
	Clara Heywood Scott	China
	Home maker, social worker	
	Clara Loomis	Japan
	Teacher	
	Mabel Milham Roys	China
	Home maker, teacher	
	May Whitcomb Clark	India
	Home maker, social worker	
1901	Charlotte DeForest	Japan
	Teacher	
	Sarah DeForest Pettus	China
	Home maker, social worker	
ex-1901	Katharine Hume Wannamaker r.	China
	Teacher, home maker	
1901	Delia Leavens	China
	Teacher	
	Sarah Woodward McRae	China
	Home maker, teacher	
1902	Alice Duryee	China
	Teacher	
1903	Alice Bookwalter Ward	India
	Home maker, teacher, social worker	
	Florence Rumsey	Japan
	Teacher	
	Elizabeth Viles McBride	India
	Home maker, zenana worker	
	Mable E. Griffith	India
	Zenana worker	
1907	Louisa Stockwell Neumann	China
	Home maker, social worker	

d. deceased

r. retired

CLARA WINIFRED NEWCOMB, 1906

NORTHAMPTON NEWS

AUTUMN OF 1910

The new wing of the Hillyer Art Gallery will be ready for use at the opening of the second semester. The second story is given over to a lecture room which seats 300. At present the lecture room in Chemistry Hall is used for the courses in the history of art and its capacity is frequently overtaxed. In the new lecture room special attention has been given to the problem of proper ventilation with the windows screened for the use of the stereopticon. The ground floor is left free for classes in design and the future expansion of the art collections. There are also two large studios with north light.

The department has recently purchased reproductions in facsimile of drawings by Da Vinci, and a copy of the celebrated Ghent altar piece by the Van Eycks in black and white, complete with opening and closing doors.

Professor Churchill's copy in oil of one of Botticelli's Villa Lemmi frescoes has been on exhibition in the gallery for the benefit of the class in history of painting.

The art department has started a collection of artistically framed reproductions of masterpieces which are rented to the students for a nominal sum. The collection has proved very popular and the first supply was exhausted at once. Additions will be made from time to time, and it is hoped that the students will become familiar with the best works of the old masters. The pictures may be changed at the end of the term or the semester.

The collections of the Hillyer Art Gallery are now open to the public during the hours of 10-1 and 2-4 on week days, instead of only on Wednesdays and Saturdays. Guardians have been appointed to give information

about the collections, and the department hopes that the townspeople will take advantage of the opportunity to become familiar with the valuable pictures and casts.

Professor Gardiner brought back from Europe for the seminar room of the Department of Philosophy in the library a copy in oil of a portrait of Kant, the original of which is in the City Museum of Königsberg.

A new system of lighting the campus has been installed. The gas lights have been changed to electricity and new lights have been added to the campus house porches and the grounds.

A scholarship of \$5,000 has been given to the college by Mr. and Mrs. W. H. Lanning, of Hastings, Nebraska, in memory of Mary Lanning, a former member of the class of 1912. As usual the award will be made only to a student of high scholarship, but in addition the holder must be a member of the second class, she must come from west of the Mississippi River and preferably from Nebraska, and may be nominated by Mr. and Mrs. Lanning if they prefer. The holder of the scholarship this year is Helen Fidelia Koehler 1913, of Hastings, Nebraska.

The scholarship raised by the Southern Club among the undergraduates has been awarded this year to Annie K. Smith, of Barnesville, Ga., graduate of Congreve College, Norton, Ind., entered at Smith as a junior. The club numbers about sixty members, and has for its object the maintenance of this scholarship awarded yearly to some undergraduate who is a graduate of a Southern college.

Pay Day is an institution started in 1909 and since held once a semester.

The hall in the Students' Building is occupied for one Wednesday afternoon by the treasurers of the classes and the department and musical clubs, and by representatives of the committees which are raising subscriptions for one purpose or another. On Nov. 2 this year the hall was crowded as usual by those wise students who wished to cancel their dues before interest should be added.

The senior class announces the following elections: Senior historian, Marjorie Wesson, of Montclair, N. J. (editor in chief of the *Monthly*); ivy orator, Helen Smith of Du Quoin, Ill.; toastmistress for class supper, Sara Evans, of Augusta, Ga.

The class has chosen *The Merchant of Venice* for senior dramatics. The alternative presented to the class was *The Piper*, the prize play written by Josephine Preston Peabody. The dramatics committee was elected as follows: Chairman, Winifred Notman, of Brooklyn; business manager, Marian Yeaw, of South Orange, N. J.; costume committee chairman, Ruth Weber, of Brooklyn; music committee, Margaret McCrary, of Denver, Col.; scenery committee, Katharine Whitney, of Minneapolis, Minn.; stage manager, Marian Keith, of Oldtown, Me.; advisory member, Lesley Church, of Detroit, Mich.

The cast for senior dramatics was chosen Dec. 10 as follows:

Duke of Venice, Grace Clark, of Chelsea, Mass.

Prince of Arragon, Esther Packard, of Pasadena, Cal.

Prince of Morocco, Beatrice Cohn, of Chicago.

Antonio, Myrtle Alderman, of St. Louis, Mo.

Bassanio, Katherine Ames, of West Newton, Mass.

Salanio, Ruth Griffith, of Glens Falls, N. Y.

Salarino, Winnie Waid, of St. Louis, Mo.

Gratiano, Charlotte Perry, of Denver, Col.

Lorenzo, Elsa Detmold, of New York City.

Shylock, Miriam Levi, of Cincinnati, O. Tubal, Florence Plaut, of Cincinnati, O. Launcelot Gobbo, Hazel Gleason, of Van Wert, O.

Portia, Elsie Baskin, of Louisville, Ky. Nerissa, Mary Mattis, of Champaign, Ill.

Jessica, Helen Honigman, of New York City.

The officers of the freshman class were elected on November 30 as follows: President, Anna Colman, of La Crosse, Wis., Vice-president, Margaret White, of Chicago, Ill., Secretary, Lucy Stripling, of Ft. Worth, Tex., Treasurer, Sophie Marks, of Memphis, Tenn. Since the beginning of college the class has been presided over by the president of the student council. This plan was inaugurated this year to abolish the confusion of the usual first class meeting before the class has gained any experience in college affairs.

The sophomore reception was held in the Students' Building Dec. 7. The sophomore president, Eleanor Cory, of Englewood, N. J., and the freshman president, Anna Colman, of La Crosse, Wis., received the two classes. The building was decorated in poinsettias and yellow chrysanthemums, and "grind" books in the form of a freshman's diary were presented to the freshmen.

Division A of dramatics presented the first Students' Building play of the year, *Trelawney of the Wells*, on Dec. 3. Division D gave *The Rivals* Dec. 17.

Informal plays have been given during the term by the following campus houses: Haven House, Oct. 19, *Alice in Blunderland*, a parody; Lawrence House, Oct. 26, *The Castle Dwellers, or A Mortal and a Half*, written by Elizabeth Lloyd 1911, of New York, and

Gladys Burlingame 1911, of Newport, R. I.; Clark House, Oct. 27, *The Bohemian Girl*, a comic melodrama, written by Margaret Bryan 1913, of New Rochelle, N. Y.; Washburn House, Nov. 2, *Flower of Yedo*; Baldwin House, Nov. 2, *Porcelain Ware*, a comic opera, the music and libretto written by Hester Hopkins 1912, of Rochester, N. Y.; Albright House, Nov. 19, Rostand's *Faraway Princess*.

In the *Boston Transcript* of Dec. 7 William Stanley Braithwaite in a review of the year's poetry selects nineteen "poems of distraction," published by the *Century* during 1910. One is *If Love were Always Laughter*, by Annie J. Crim 1909. Mr. Braithwaite ranks Anna Hempstead Branch [1897] among those American poets who have risen since 1900 "and, if allowed to remain in partial obscurity, have, by carrying on the best and highest tradition of English verse, added a new quality, an individual accent to the long poetical history of the Saxon race."

An exhibition of chrysanthemums was given at the Lyman Plant House Nov. 3-5. There were eighty varieties shown to visitors by members of the class in horticulture.

The old boat house has been torn down and a new one is under construction, to contain, beside facilities for the storage of boats and canoes, three winter rooms with a fireplace and stoves for use during the skating season. The college has charge of the ice rink this year, and a larger space than usual will be kept clear of snow. A new crescent of electric lights is to be hung from the boat house to the opposite shore. Skates are to be rented as before for ten cents a pair, and the admission to the rink is ten cents. The proceeds will be used toward the expense of construction of the boat house, which will cost about \$3,300.

It is planned to have odd and even hockey teams on the portion of the rink

reserved for hockey, and class teams will be formed if there are sufficient candidates.

The official catalog issued in November gives the numbers of students as follows: senior class, 356; junior class, 379; sophomore class, 418; freshman class, 458. Last year's senior class graduated with 372, and the freshman class entered with 502. There are six graduate students, which makes a total of 1617 students, 18 less than last year.

On Oct. 9 President Burton addressed a Bible study rally in Assembly Hall. There are 460 girls enrolled in the Bible study classes, and 287 in the mission study classes.

Miss Ruth Paxson spoke on "The College Woman and the World's Work" at the mission study rally on Oct. 16.

The Vesper service of Nov. 6 was held in honor of Delia Leavens 1901, the Smith representative in China. An address was given by Miss Frances Taft, Wellesley 1909, former traveling secretary of the Y. W. C. A. Miss Taft is very much interested in student volunteer work and will go to the mission field in 1911. In the evening she spoke on "Conferences" at the Christian Association meeting.

An open student volunteer meeting was held on Nov. 27 at which Dr. Robert A. Hume of India was the speaker.

The annual Christmas sale of the Bureau of Self Help was held in the Students' Building on Nov. 30. The total amount realized from the sales was \$380. A certain percentage of this goes to the girls who had agencies for various articles and the rest to the girls who made candy and fancy articles for sale. The Bureau received \$50 from the sale of the articles unclaimed in the Lost and Found Office.

The Smith delegates to the quarterly meeting of the executive committee of

the National Consumers' League held in New York Oct. 21 were Josephine Thomas 1911 and Marian Drury 1913.

Rosamond Kimball 1909, chairman of colleges and graduates of the National Consumers' League, addressed the Smith branch on Oct. 26. The 1909 girls interested in the work are collecting a sociological library to be located in the basement of the new library.

A meeting of the Smith branch was held Nov. 16 to interest the students in early Christmas shopping. The students pledged themselves to do their shopping as far as possible before December 15. The local stores coöperated with the plan and prepared their Christmas stock several weeks earlier than usual.

Principal H. C. Maitra of Calcutta City College, the foremost representative of the reform movement in India, gave an address on Oct. 31 on "India's Contribution to Universal Religion."

At the open meeting of Voice Club on Nov. 4, Elsie H. Kearns 1906, a member of the New Theatre company of New York, lectured on the equipment and purpose of the New Theatre. The members of the Voice Club are raising a fund to provide for lectures during the year. A new plan has been adopted in regard to the membership in Voice Club. Students who have done exceptionally good work in the department of elocution are requested to try for membership before a committee consisting of the three faculty members of the department and five members of the club.

On Nov. 8 Miss Mary L. Benton gave an illustrated lecture on the "House of the Vestals."

Mr. Lloyd of the *Springfield Republican* spoke to the Press Board on Nov. 17.

Miss Geraldine Gordon spoke on "Expansion in the College Settlements Association" on Nov. 14.

M. Gustave Fougères lectured on Nov. 29 on "L'Evolution du Clas-

sicisme." M. Fougères is associate professor of Greek language and literature at the Sorbonne and doctor of letters and associate professor of the University of Paris.

The second concert of the season's course was given in the Auditorium Nov. 9 by Claude Cunningham, baritone, and Professor Henry B. Jepson, organist of Yale University. Mr. Cunningham was accompanied by Mr. Vieh of the Department of Music. Mr. Allen Hinckley, who was to have given this concert, was unavoidably prevented from coming, but it is hoped that he will appear later in the course. The third concert was given Nov. 30 by the Flonzaley String Quartet, organized by Mr. de Copet of New York and Switzerland.

Weekly recitals have been given as usual by members of the Department of Music. On Dec. 7 the program consisted of original compositions by Professor Vieh, Professor Sleeper, Miss Peers, and Professor Olmstead.

The Eastern Educational Music Conference held its annual meeting at Smith Nov. 26. The conference was organized at Smith seven years ago, and consists of teachers of music in the colleges of New England and the middle states. An orchestra and organ concert was given in honor of the conference Nov. 25 by the college symphony orchestra of forty-five members led by Miss Holmes, with Professor Sleeper and Mr. Moog as organists. The conference was entertained at luncheon on the 26th at Plymouth Inn.

The Department of Music has received a gift of some Chinese musical instruments from Hannah O'Malley 1909, who is now living in Manila. It is hoped they will form the nucleus of a musical museum.

The Clef Club gave a program of original compositions on Nov. 17.

The annual Christmas concert of the Glee, Mandolin, and Banjo Clubs was given in the Auditorium Wednesday

afternoon, Dec. 14. The March concert will also be given in the Auditorium, instead of in the Academy of Music as usual.

In October President Burton attended the meeting of the National Council of Congregational Churches in Boston and spoke on "The Religious Education of Our Youth." On the following Sunday he preached at the First Church in Cambridge.

He was one of the after dinner speakers at the 25th annual meeting of the N. E. Association of Colleges and Preparatory Schools at Harvard University Oct. 14 and 15. The meeting was attended also by Miss Jordan, Miss Eastman, Miss Adams, Miss Benton, and Professor Mensel.

President Burton addressed the Western Massachusetts wing of the N. E. Classical Association at Westfield on Oct. 15 on the subject of Classics in Education. On the following Sunday he delivered two addresses at Dartmouth College.

The delegates to the 25th anniversary of Bryn Mawr College Oct. 21 and 22 were President Emeritus Seelye, President Burton, Miss Adams, and Miss Bourland.

On Oct. 21 Miss Jordan lectured in Pittsfield before the High School English section of the Berkshire County Teachers Association.

President Burton addressed the New Haven Congregational Club on Oct. 24, the Worcester Central Association Oct. 25, and the Hampshire County Teachers Association in Northampton Oct. 26.

Miss Adams and Miss Story attended the meeting of the Massachusetts Conference of Charities and Corrections at Fitchburg Oct. 27.

President Burton spoke to the Hampden County Teachers Association in Springfield Nov. 4 and delivered the address at the laying of the cornerstone of the new municipal buildings in Springfield Nov. 2. He addressed the

Brooklyn Institute of Arts and Sciences Nov. 3. After the address a reception was held for the Smith graduates in Brooklyn and New York.

On Nov. 8 Miss Clark and Miss Wead attended the dedication of the John Hay Memorial Library at Brown University.

On Nov. 9 President Burton delivered an address at the Founder's Day exercises at Mt. Holyoke College. He preached at the Second Congregational Church in Holyoke on Nov. 13. He spoke to the Springfield College Club on Nov. 14 on "Education and Responsibilities." On Nov. 16 he addressed the State Conference of Connecticut Congregationalists at Putnam, Conn. on "The Real Issue," and Nov. 18 the Vermont state alumnae at Rutland, Vt. on "The Educated Person."

Professor Gardiner attended the meeting of the committee, of which he is chairman, on the publication (under the auspices of the American Philosophical Association) of important works of early American philosophers. He represented the college at the dedication of the new buildings of Union Theological Seminary on Nov. 29.

President Burton preached in the Mt. Morris Baptist Church of New York on Nov. 20. He spoke at a luncheon of the Northampton Board of Trade on Nov. 21, and on Dec. 1 addressed the Franklin County Congregational Club at Greenfield.

Mlle. Vincens and Professor Mensel attended the Modern Language Conference at Tufts College.

President Burton spoke at the Massachusetts Teachers Association in Boston Dec. 3, and at the Hartford Smith College Club, Dec. 10.

Professor Stoddard has published a book entitled *Introduction to General Chemistry*. The book is in use by students taking Chemistry I.

Dean Tyler and Professor Kimball were delegates to the meeting of the

Educational Commission in the State House, Boston, Oct. 19.

In the *School Review* for November Miss Adams reviews "The Education of Women" by Dean Marion Talbot and "Vocations for the Trained Woman" by Agnes Perkins.

Twenty-five delegates under the chaperonage of Miss Sperry of the Department of Mathematics attended the annual conference of the Connecticut Valley Student Missionary Association held at the Y. M. C. A. Training School in Springfield Oct. 29 and 30. Professor Wood also attended the conference, and with Professor Grant represented the college at the General Conference of Religious Educators in the First Congregational Church at Holyoke Oct. 31-Nov. 1.

Miss Jordan delivered an address before the Monday Club of Plainfield, N. J. Dec. 5 on "Democracy and Women."

The meeting of the Western Massachusetts Branch of the Modern Language Association at Amherst Dec. 3 was attended by Mme. Portère-Baur, Miss Williams, Professor Wiehr, Professor Mensel, Professor Lange, Miss Cook, Miss Miller, and Miss Layton. Professor Mensel was re-elected chairman of the branch. Professor Wiehr gave a criticism of some recent histories of German literature.

The out of town speakers at the Vesper services during the fall term have been Rev. William DeWitt Hyde D.D., LL.D., President of Bowdoin College, Rev. Herbert A. Jump, of New Britain, Conn., Rev. Jason Noble Pierce, of Brooklyn, Rev. Nehemiah Boynton, of Brooklyn, and Rev. George Hodges D.D., Dean of the Episcopal Theological Seminary, Cambridge.

Associate professor Eleanor H. Rowland of Mt. Holyoke conducted Miss Cutler's course in ethics during Miss Cutler's absence on account of ill health during the month of December.

The Christmas spirit seemed to be abroad at college even more than usual this year.

A number of the campus and off campus houses gave Christmas parties for the poor children of the town. An authentic list of the children was secured from the local representative of the Prevention of Cruelty to Children Society.

Tuesday afternoon Dec. 20th, at five o'clock the students gathered at the Students' Building and proceeded across the campus to President Seelye's house on Round Hill and President Burton's house on the campus, singing familiar Christmas carols. The custom was originated this year by the Christian Association and was carried out with much enthusiasm.

THE CHRISTMAS VESPER SERVICE on December 18 was particularly beautiful. Besides being a Christmas Service, it was really President Seelye's service, for this was his first appearance on the platform for vespers this year, and he was welcomed joyfully and affectionately by all the great throng present. He led the responsive reading, delivered a short address on "The Song of the Angels," and offered the benediction. Professor Sleeper had arranged a very beautiful program of Christmas music. The college choir, now consisting of one hundred members, sang two anthems, in one of which Miss Spear 1912, sang the solo; the college glee club sang a part song, in which the solo was sung by Miss Lewis 1912, and the violin obligato was played by Miss Rice 1911.

So many of the alumnae have never seen the full text of the social regulations now in force at Smith that it has been decided to publish the whole of the four-page leaflet. THE QUARTERLY will undertake to have elucidated in its next issue any points which its readers care to have discussed, if they will be so good as to send their queries to the editor-in-chief before the end of February.

SOCIAL REGULATIONS

To which all Smith College students are required to conform, whether living in the College houses or in private houses

HOURS

The college day closes at 10 p. m. At that time all lights must be extinguished, except by permission from the Head of the house. Students must be in their own rooms, and quiet maintained. The houses are to be kept quiet for study from 9 to 1, from 2 to 4:30 (except Wednesday and Saturday afternoons), and from 7:30 to 9:30 (except Saturday evening). The Head of the house may, on special occasions, shorten or omit the Wednesday evening study hour, upon the request of the House President.

Students returning to Northampton, either at the beginning of or during the term, must reach the College houses before 10 o'clock p. m. Any student unavoidably detained beyond that hour must, if possible, telegraph or telephone the Head of the House.

PERMISSIONS*To be obtained from the office.*

For absence from College exercises.

This permission should be obtained as far in advance as possible.

For social entertainments at other colleges, involving absence over night. Written permission must be brought from the parents. When a student is to be entertained at a fraternity house it is necessary that a note from the chaperon be presented also.

For games, except at Amherst and Easthampton.

To be obtained from Heads of houses.

For absence from town or college, not involving absence from college exercises. The Head of the house reports such permissions to the office.

For an entertainment or an evening gathering in any neighboring town, not involving absence over night.

For all evening entertainments in town, such as lectures, theatres, concerts, and parties in private houses. (Students may not attend dances given in halls.)

For all luncheon or dinner parties at hotels in town, or at any hotel or house out of town.

STUDENT ENTERTAINMENTS

The Entertainment Committee has supervision over all entertainments given by students.

Times.

All entertainments given by students (except teas) shall occur only on Wednesday and Saturday. Teas may be given on other afternoons than Wednesday and Saturday by special permission from the Entertainment Committee, provided there is no infringement of the study hours. Such a request should be presented to the Committee by the Head of the house. All evening entertainments shall end so that students may be in their rooms at ten o'clock.

Guests.

The Junior Promenade, the Rally on Washington's Birthday, and the Glee Club Concert are the only social entertainments to which students may invite men.

Dramatics.

The list of students chosen for any cast is to be submitted, through the chairman of the Committee on Dramatics, to the Registrar and the College Physician. The cast is not to be appointed until the list is approved and returned.

No member of the First Class may take part in any dramatic entertainment.

Short plays requiring not more than a half hour in production, nor more than three days in preparation, may be given in the college houses with the approval of the Head of the house. Detailed regulations are in the hands of the Committee on Dramatics.

CHAPERONAGE

Places and occasions for which chaperonage is required.

All evening entertainments out of town, such as lectures, theatres, concerts, dances, and receptions.

All parties lunching or dining at hotels in or out of town.

All meals out of town after five o'clock with men other than those of a student's immediate family, or in town except at certain approved places. These places may be learned from the Head of the house.

All driving or riding after dark.

List of approved chaperons.

Heads of college and approved houses.

Women of the Faculty above the rank of assistant.

Any person who may be designated for a special occasion by the Head of the house.

Duties of students to chaperons.

A list of students must be given to the chaperon, if possible a week in advance.

Every student must call upon her chaperon and make sure that she has her name included in the list.

Every student must speak to the chaperon at the car or train, on meeting and on leaving her.

Size of groups.

In general one chaperon may take charge of not more than ten students. The Head of a house, however, may authorize a larger group exclusively of her own students, under her direct chaperonage, or that of the resident member of the Faculty.

Walking and driving.

A single student, or two together, must not take lonely walks in the country.

Groups of less than four students must not walk outside the town in the evening.

Errands to the business section of town after dark should be avoided as far as possible.

Students teaching in the Peoples' Institute should plan to go and come in groups.

A student may not ride or drive alone with a man, except in cases where written permission is brought from parents or guardian, approved by the office and presented to the Head of the house.

Groups of students may not drive alone after dark without a chaperon.

SUNDAY OBSERVANCE

Picnics on Sunday are prohibited.

A student may not go out of town on Sunday for meals. She may take a visiting friend to Plymouth Inn or to Rose Tree Inn by special permission of the Head of the house. If a parent takes a daughter, one friend may be included in the party.

A student may drive only with her own parents or guardian, in which case permission is obtained from the Head of the house.

REGULATIONS CONCERNING ILLNESS

Students are at liberty to consult the city physicians. When this is done the Head of the house must approve, assume general superintendence of the treatment and notify the College Health Officer within twelve hours.

The Infirmary and Sunnyside are under the control of the College Physician. All students admitted to either are under her professional care.

In case the services of the city physicians are preferred, students may go to the Dickinson Hospital after notifying the College Physician of the nature of the illness and the name of the attending physician.

Students who may be obliged to leave college when under the care of a city physician must bring or send to the College Physician a written statement of the reasons for such advice from their attending physician before leaving the city.

RULES GOVERNING THE STUDENT COUNCIL DUTIES.

To uphold actively the social regulations of the College, (1) by ex-

ample and precept, (2) by investigation of known or reported violation of rules, (3) by personal appeal to known offenders for future observance of law, (4) by reporting to the office repeated offences or disregard of warnings.

To preserve order and quiet in the houses through the agency of the House Presidents.

To promote honesty in academic work and examinations, and general honor in all business and social matters, by means outlined in paragraph one.

To study the social needs of the College, and present suggestions for improved regulations to the appropriate college committees.

Penalty for failure in duty.

Failure by a Councillor to prevent, when possible, or to report violations of rules shall be deemed a grave misdemeanor; shall be duly considered before the full Council; and may be visited with expulsion from the Council and ineligibility to any other college office.

RULES GOVERNING HOUSE PRESIDENTS

Appointment.

Each House President shall be elected by the residents of the house, but must be a student formally approved by the Head of the house.

Duties.

To represent to her house the authority and duty of the Student Council in upholding social regulations, in preserving quiet, and in promoting honor in all academic, business, and social matters.

To represent the students of her house in social relations.

To appoint such aids for disciplinary ends as the character and size of the house may require.

To take note of or receive reports of violations of college regulations by house residents, and make a personal appeal for better conduct.

To consult with the Head of the house and the President of the

Council in regard to any repeated offences or refractory cases. These three officers shall outline a plan of discipline which, when approved by the Council, shall be submitted in the form of a recommendation to the office.

JAMES B. DILL

It is with deep regret that we announce the death of Judge Dill. He died, after a short illness, of pneumonia, on December 2nd, at his home in East Orange, N. J.

Judge Dill was a trustee of Smith College, having been elected to that office in 1906, upon the death of Mr. William Baldwin, Jr. He was a graduate of Yale and of the Law School of the University of the City of New York, which university conferred upon him the honorary degree of doctor of laws at its last Commencement. His career was devoted almost entirely to the study and practice of corporation law, and he was the author of *Dill on Corporation Law*.

He was identified with so many important business enterprises that he found it impossible to devote as much time to his trusteeship as he felt that the office demanded, and he tendered his resignation on several occasions. The other members of the Board, however, felt that they could ill afford to dispense with his warm interest and valuable counsel, and he was not allowed to resign.

After his resignation this fall from the office of Judge of the Court of Errors and Appeals of New Jersey, Judge Dill hoped to be able not only to devote more time to his private practice, but also to mature certain plans for the college which had long interested him. He was a good friend; one whose loss all the friends of Smith College will sincerely mourn. The alumnae wish to express their sympathy especially to two of his daughters—Mrs. Emma Dill Grand 1904, and Miss Helen Dill, ex-1905.

THE ALUMNAE ASSOCIATION

JANUARY MEETINGS

The Committee of Five of the Alumnae Council will meet at Northampton January 10-13, and the Executive Committee of the Alumnae Association will meet on the evening of the 13th and on the 14th. The Council Committee this year is made up of the three regularly on the council by virtue of their offices under the association, Mrs. Elizabeth Lawrence Clarke 1883, the president, Miss Elizabeth F. Whitney 1900, the secretary, and Mrs. Lucia Clapp Noyes 1881, alumna trustee, and two delegates at large, chosen by the president of the Alumnae Association, Dr. Elsie Seelye Pratt 1895, of the Colorado branch and Mrs. Alice Cummins Hudson 1901, of the Fitchburg branch.

THE SARAH BERLINER RESEARCH FELLOWSHIP FOR WOMEN

The Committee in charge of the Sarah Berliner Research Fellowship for Women will offer, every two years, a Fellowship of the value of twelve hundred dollars, available for study and research in Physics, Chemistry, or Biology, in either America or Europe. This Fellowship is open to women holding the degree of Doctor of Philosophy, or to those similarly equipped for the work of further research; it will be awarded only to those who give promise of distinction in the subject to which they are devoting themselves.

Applications for this Fellowship must be in the hands of the Chairman of the Committee by February 1 of the year of each award (February 1, 1911, for the next award). They should state as clearly as possible the candidate's claim to the appointment, and they should contain, in particular:

1. Testimonials as to the value of work already done;

2. Copies of published contributions, or other accounts of investigations already carried out;
3. Evidence of thoroughly good health;
4. Detailed plans for the proposed use of the Fellowship.

MRS. CHRISTINE LADD FRANKLIN,
Chairman,
527 Cathedral Parkway, New York.

PRESIDENT M. CAREY THOMAS,
Bryn Mawr College.

MISS LAURA DRAKE GILL,
*President of the Association of
Collegiate Alumnae, Boston, Mass.*

PRESIDENT IRA REMSEN,
Johns Hopkins University.

PROFESSOR WILLIAM H. HOWELL,
*Dean of the Johns Hopkins Medical
School.*

The Association of Collegiate Alumnae wishes to call the attention of Smith graduates to this scholarship. Except for the one Federation Scholarship, which Miss Points now holds, and which will not be given again, this is the largest scholarship given to women. Such a scholarship as this gives opportunity for fuller social and cultural advantages, than those which are so restricted as to permit merely the taking of the university courses.

REPORTS OF LOCAL CLUBS FOR 1909-10

The meetings of the Boston association have been as follows: in October a reception to the class of 1909; in November an address by Dr. Burton followed by an informal reception to Dr. and Mrs. Burton; at the mid-winter meeting Miss Snow gave a talk on college affairs, and in March a play was presented, *Rose of the Wind*, by Anna Hempstead Branch 1897; the annual luncheon was given in April at the Hotel Somerset with President Seelye

as guest of honor; then the annual meeting in May closed the year. Membership 460.

The Chicago association has held four regular meetings. At the annual luncheon Miss Jane Addams spoke on "Social Work for College Graduates" and Professor Sleeper of the music department spoke on "The College As It Is." At an afternoon meeting a paper on Mark Twain was presented by Miss Wallace of Chicago University. During the past year a bureau of appointments has been established through which positions may be obtained. Mrs. Grace Rand Page has charge of this work. The total membership is 212.

The Western Massachusetts association entertained President and Mrs. Seelye at its annual luncheon in Northampton last autumn. President Seelye was the only speaker. Two hundred and fifty dollars has been given for a receiving desk for the new library building. This sum was raised by a lecture by Margaret Deland and readings by Beatrice Hereford.

The season of 1909-10 proves that the Smith Club of New York is becoming more deeply valuable to the alumnae of the city and vicinity. The meetings have tested the capacity of the Woman's University Club rooms and have afforded opportunity for the renewal of familiar college associations and spirit. There have been six regular meetings. At one of these Dr. Luther H. Gulick spoke on "The Recreation of the City," at another the club listened to a timely plea for settlement workers from Miss Elizabeth Williams 1893, head of the Rivington Street Settlement. Mrs. B. A. Howes 1891, addressed the club in February on "Æsthetics and Life." In the spring a farewell luncheon was given to President Seelye at which he was the special guest of honor and sole speaker. After the final business meeting in May, Miss Perry 1910, president of the students' council, gave an informal talk on undergraduate conditions at Smith.

The annual luncheon of the Worcester Club was given in November, with President Seelye and Mrs. Clarke as guests. The midwinter meeting took the form of a musical. In April Martha D. Bianchi gave a most interesting talk about the cassock. Four meetings were held during the year. It was voted to become a branch of the Alumnae Association, also that \$25.00 be given to the President Seelye Memorial Fund. Miss Caverno was the guest at the annual meeting in May.

The six meetings of the Hartford Club have been well attended. A luncheon was given in December at which President Seelye, Miss Hanscom, and Mr. Sleeper were guests. Miss Tei Ninomiya spoke at one meeting on "The Women of Japan," and Miss Caverno, at another, told many interesting facts about the Students' Aid Society. The year closed with the annual business meeting in May. The membership still stands at eighty and the club sent \$45.00 to the Students' Aid Society in the spring.

The Syracuse Club reports nine meetings including two receptions, a musical, and a luncheon. The speakers on these occasions were Dr. Irving F. Wood, Mrs. Elizabeth Lawrence Clarke, Miss Elizabeth K. Adams of the college, who spoke on "College Publicity," Miss Condé 1895, who talked about the work of the Young Women's Christian Association.

The Detroit Club tells of increasing interest in its organizations. An enthusiastic meeting was held in May and a reception was then planned for June to be given for the girls who are to enter Smith in 1910.

The Fitchburg Club has given substantial financial aid to a graduate of the high school who is entering upon her first year at Smith. Under the auspices of the club the Coburn Players presented *As You Like It* and *Canterbury Pilgrims*. A reception was given to Dr. and Mrs. Burton in November. There

have been six meetings and the membership is forty-seven.

The St. Paul and Minneapolis Club held three meetings during the year. In October President-elect and Mrs. Burton were entertained. During the holidays Mrs. Alice Norton was the guest at the annual luncheon.

The St. Louis Club held its annual meeting in February and voted to become a branch of the Alumnae Association.

The Smith Club of Southern California has thirty-seven members. The local work was planned at the autumn meeting in Pasadena. In January thirty-three members and guests met for luncheon in the same city and the annual meeting in the spring took the form of a picnic in the grounds of Mrs. Myron Hunt and was greatly enjoyed by the thirty members in attendance.

The Rochester Club has met on the first Monday of every month from October to May. In November the club presented Miss Beatrice Hereford in her monologues and with the proceeds of this entertainment has furnished the staff room in the new library building.

The Pittsburg Club has had six regular meetings and a luncheon during the year. The undergraduates were entertained at the March meeting.

The Colorado branch of the Alumnae Association voted last year to hold meetings once in two months.

The Franklin County Club has held several meetings but has now disbanded.

The Indianapolis Smith College Club was organized on November 2, 1909, after a luncheon given at the University Club of Indianapolis. The first annual meeting and luncheon was held in December. The club now has twenty-six members.

The Cincinnati Club has twenty-seven members. Three meetings have been held during the year. In the autumn Mrs. Clarke and Miss Gill were guests of the club and in the spring the Smith

alumnae attending the meeting of the Federated Women's Clubs were entertained at a luncheon. At this meeting it was voted to become a branch of the Alumnae Association.

The Buffalo Smith College Club was organized at a luncheon given by Mrs. John J. Albright 1891, for President Seelye on December 27, 1909.

Three meetings were held before June, and at the annual meeting in May two plays were given; *The Faraway Princess*, by Rostand, and *How She Lied to her Husband*, by Arnold Hoby. The following officers were elected for the year 1910-1911:

President, Bertha A. Keys 1891.

Vice-president, Harriet Byers 1909.

Secretary, Mrs. Roderick Potter (Eleanor B. Hotchkiss 1901).

Treasurer, Mrs. Edward B. Guthrie (Maria E. Seabury 1890).

Councillor for the June meeting, Mrs. John J. Albright (Susan G. Fuller 1891).

The club has a membership of fifty members, and in April voted to become a branch of the Alumnae Association of Smith College.

The Philadelphia Club gave a luncheon in April at the College Club, and has held six meetings during the year.

The Washington Club has disbanded for the year.

The Rhode Island Club reports the usual business meetings and three social events—a tea given for Miss Laura Gill, a luncheon at which President Seelye was the guest of honor, and a play given by the more recent graduates.

LOCAL CLUBS FOR 1910-11

Miss Caverne addressed the Boston Branch of the Smith College Alumnae Association Dec. 9 on "Smith College: the Next Thirty-Five Years."

The Western Massachusetts Smith College Alumnae Association held a formal luncheon Nov. 5 at Mrs. Boyden's. There were about sixty-five persons present, among them being Dr.

and Mrs. Marion Le Roy Burton, who were the guests of honor. The following officers were elected: President, Mrs. Pearson of Northampton; vice-president, Miss Rosamond Hull of Pittsfield; secretary and treasurer, Miss May Hammond of Northampton; electors, Miss Anna A. Cutler, professor of philosophy at Smith college, and Mrs. Hammond; councillors, Mrs. Merriam of Greenfield, Miss Marion McClench of Springfield. President Emeritus L. Clark Seelye could not be present, owing to a severe cold, but sent the following message: "Tell the alumnae they have my undying affection." Greetings from Greenfield were presented by Miss Bertha Field, from Springfield by Mrs. Ralph H. Seelye, from Northampton by Mrs. Pearson, who afterward introduced President Burton, whom she said was to have "the unusual privilege of saying the last word!" The president first expressed his feelings of pleasure and satisfaction at having so many loyal alumnae living so near the college. He then went on to speak of what he believed the duties of a new president were during his first year of office. The first was that of observation, to watch the workings of the college, note its weaknesses and its strength; second, to let others see the workings of the college and to judge what manner of man the new president was. The president dwelt on the aspects of the first weeks in college and expressed his sympathy and gratitude toward President Emeritus Seelye, whose advice and kindly help had made his task so much easier for him. In conclusion the president said that since he had become acquainted with the Smith College alumnae his admiration for them had deepened and that he could have no higher ideal for the college than that it should continue to turn out the same type of womanhood.

President Burton planned a very strenuous Christmas vacation. Mrs. Burton accompanied him on his tour

and he addressed the following organizations: Dec. 26, Smith College Club, Rochester; Dec. 27, Smith College Club, Cleveland; Dec. 29, reception at the University School for Girls, Chicago, and the Chicago Smith Club at the Christmas luncheon; Dec. 30, Smith College Club of St. Paul and Minneapolis, reception by the St. Paul branch of Collegiate Alumnae at the St. Paul Hotel and reception in Minneapolis by the College Woman's Club; Smith College Club of St. Louis, Jan. 2.

The alumnae should appreciate the fact that these two weeks devoted to work for the college must have involved constant traveling for President and Mrs. Burton.

Mrs. Samuel F. Clarke, president of the Alumnae Association has been traveling out west this fall. While the trip was primarily an A. C. A. trip, Mrs. Clarke came in touch with many of the Smith alumnae and spoke at several Smith College Clubs.

At Chicago Mrs. Clarke spoke at a large gathering of the Smith Club, and was entertained at Denver by the Colorado Smith Club. At Colorado Springs, in honor of Mrs. Clarke's visit, twelve of the alumnae organized a club. Mrs. Clarke also visited Columbia, Mo.; Evanston, Ill.; Urbana, O.; Lincoln, Neb.; and Springfield, Ill. In several of these cities, Mrs. Clarke was entertained by Smith alumnae.

The general tenor of the reports from the western clubs of these visits, has been that of increased interest in the welfare of the college, due to the inspiration and enthusiasm of Mrs. Clarke.

Mrs. Clarke is to be with the following clubs in January:

Buffalo, January 25.

Rochester, January 26.

Syracuse, January 27.

Central New York, A. C. A., January 28.

The "Alumnae News" editor would

be grateful to the secretaries of the various local clubs, if they would send her any items which they wish published in the QUARTERLY, by the fifteenth of the month preceding publication.

THE QUINQUENNIAL CATALOG

Work on the Quinquennial Catalog has been carried on constantly since January, 1910. A review of the Catalog issued in 1905 showed a list of 550 non-graduates from whom no information had been received since they first entered college. The present committee with more time at its disposal has been able to reduce this number to less than 200. The class secretaries and the secretaries of the local clubs as well as the alumnae at large have been most helpful in tracing the missing addresses.

Although the date of publication is officially April, 1911, the committee hopes to issue the catalog in January or February. The paper copy is sent free to members, and a charge of 25 cents is made to members if they wish to substitute a bound copy. The charge for the paper copy to non-members is \$1.00, for the bound copy \$1.25.

Members who owe dues for the current year or previous years are requested to pay them as soon as possible, that they may receive their copies of the catalog without delay. There are 74 members who owe \$3.00, whose names must be dropped from membership unless the dues are paid before the catalog is issued.

The class of 1910 with 372 members has established a record by joining the Association *in toto* within four months of graduation.

ALUMNAE NOTES

ALUMNAE VISITING COLLEGE

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| 1902 Ethel Hale Freeman, Sept. 19. | 1910 Edna C. Moehring, Oct. 4-8. |
| 1908 Mary Prescott Parsons, Sept. 21. | 1894 Elisa May Willard, Oct. 4-6. |
| 1907-ex Anna Boynton Rounds, Sept. 21-24. | 1883 Mary A. White, Oct. 4-13. |
| 1908 Nina E. Thompson, Sept. 21-24. | 1884 Katharine Jameson Greene, Oct. 4-5. |
| 1904 Sophia Burnham Westcott, Sept. 24. | 1894 Helen Perkins, Oct. 4-6. |
| 1909 Edith A. Walters, Sept. 30. | 1903 Annie D. Tuttle, Oct. 4-6. |
| 1907 Myra H. Hopson, Sept. 30. | 1903 Alice Murphy, Oct. 4-5. |
| 1905 Edith B. Smith, Sept. 20. | 1903 Grace P. Fuller, Oct. 4-6. |
| 1908 Margaret E. Sayward, Sept. 27-Oct. 1. | 1903 Edith N. Hill. |
| 1910 Margaret Cushman, Oct. 3-7. | 1907 Lilian D. Major, Oct. 4-6. |
| 1910 Alice Fairbanks Day, Oct. 1-3. | 1902 Edith Hancox, Oct. 5. |
| 1909 Alice M. Pierce, Oct. 3. | 1902 Mary G. Smith. |
| 1910 Eleanor B. Hutchinson, Oct. 1. | 1901 Ethel Barstow Howard, Oct. 4-6. |
| 1910 Elizabeth S. Gregory, Oct. 4. | 1901 Marjory Gane, Oct. 4-6. |
| 1910 Margaret Means, Oct. 4-10. | 1902 Blanche E. Barnes, Oct. 5-6. |
| 1909 Elizabeth Ewing Bryan, Sept. 29-Oct. 6. | 1895 Helen Davis Burgess, Oct. 5. |
| 1910 Helen C. King, Oct. 4-8. | 1895 Mabel Antoinette Paine, Oct. 5. |
| 1910 Hilda Camp, Oct. 4-8. | 1902 Julia Davis Richmond, Oct. 5. |
| 1910 Annis Kendall, Oct. 4-6. | 1883 Clara F. Palmer, Oct. 5. |
| | 1895 Anna Harrington Green, Oct. 5. |
| | 1896 Ruth Smith Hawkins, Oct. 5. |
| | 1897 Alice May Madeira, Oct. 5. |
| | 1897 Grace Taylor Lyon, Oct. 5. |

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| 1896 | Charlotte Boone Slade, Oct. 5. | 1897 | Grace Taylor Lyon, Nov. 5. |
| 1908 | Maude Somerville Tomlin, Oct. 5. | 1901 | Nellie Comins Whitaker, Nov. 5. |
| 1882 | Alice Peloubet Norton, Oct. 5-6. | 1909 | Eunice Denison Remington, Nov. 6-7. |
| 1900 | Elizabeth Fay Whitney, Oct. 4-6. | 1909 | Edith L. Jarvis, Nov. 6-7. |
| 1886 | Mary B. Fisher, Oct. 6. | 1909 | Katharine R. Varick, Nov. 10. |
| 1908 | Harriette Abbott, Oct. 6-10. | 1908 | Mabel Elizabeth Jones, Nov. 11. |
| 1910 | Helen Bigelow, Oct. 4-8. | 1910 | Maude Earle Wesby, Nov. 11. |
| 1910 | Emelie M. Perkins, Oct. 3-10. | 1908 | Florence Grey Dodge, Nov. 11. |
| 1910 | Viola M. Sullivan, Oct. 4-10. | 1910 | Edith Willitts, Nov. 12. |
| 1910 | Edith Nancy Carson, Oct. 4-17. | 1910 | Eleanor Benson, Nov. 12. |
| 1907 | Laura Casey Geddes, Oct. 4-6. | 1910 | Margaret Miller, Nov. 12. |
| 1909 | Rosamond Kimball, Oct. 4-8. | 1902 | Edith Lilian Claffin, Nov. 10-13. |
| 1909 | Grace Evelyn Smith, Oct. 4-10. | 1910 | Alice Stephanie O'Meara, Nov. 10-14. |
| 1910 | Ardra Soule, Oct. 4-10. | 1903 | Margaret W. McCutchen, Nov. 12-14. |
| 1901 | Lucy Coates Grumbine, Oct. 8. | 1909 | Ruth Lowrey, Nov. 18-20. |
| 1898 | Edith Lyman Clark Low, Oct. 8. | 1909 | Gertrude Gerrars, Nov. 18. |
| 1910 | Mildred Sawyer, Oct. 4-10. | 1910 | Maude Earle Wesby, Nov. 20-21. |
| 1908 | Hazel L. Allen, Oct. 10. | 1905 | Alice Lawlor Kirby, Nov. 21. |
| 1903 | Bertha C. Folsom Mann, Oct. 11. | 1908 | Florence Thomas, Nov. 21. |
| 1907 | Laura Casey Geddes, Oct. 10. | 1910 | Mary L. Harwood, Nov. 18-23. |
| 1908 | Edna L. Schell, Oct. 12-13. | 1881 | Lucia Clapp Noyes, Nov. 21-23. |
| 1907 | Olive Tolman, Oct. 13-14. | 1908 | Grace M. Butler, Nov. 24-27. |
| 1901 | Helen C. Pooke, Oct. 15. | 1909 | Josephine L. Sawin, Nov. 26. |
| 1901 | Florence A. Pooke, Oct. 15. | 1898 | Alma Baumgarten, Nov. 26. |
| 1905 | Marion L. Pooke, Oct. 15. | 1910 | Margaret Sturges Hall, Dec. 1-2. |
| 1901 | Ethel H. Bradley, Oct. 14-17. | 1910 | Mary Cavanagh, Dec. 3-7. |
| 1904 | Elizabeth M. Dana, Oct. 17-19. | 1909 | Marjorie Leigh Carr, Dec. 3-6. |
| 1906 | Mildred Wiggin, Oct. 17-18. | | |
| 1908 | Eline Coursen, Oct. 18. | | |
| 1908 | Ethel Bowne Keith, Oct. 18. | | |
| 1910 | Ruth Leonard, Oct. 18. | | |
| 1908 | Mary Byers Smith, Oct. 25. | | |
| 1910 | Ethel Wilson, Oct. 20-24. | | |
| 1910 | Marjory Elliott Simmons, Oct. 24. | | |
| 1910 | Marion E. Booth, Oct. 24. | | |
| 1897 | Emma E. Porter, Oct. 28. | | |
| 1910 | Lorraine Washburn, Oct. 27. | | |
| 1910 | Helen Gertrude Allen, Oct. 27. | | |
| 1910 | Gertrude Chapin, Oct. 27. | | |
| 1910 | Maude Bushnell, Oct. 27. | | |
| 1897 | Viola Percy Conklin, Oct. 15-30. | | |
| 1908 | Florence M. Boyle, Oct. 29-31. | | |
| 1909 | Dorothy Ringwalt, Oct. 29-31. | | |
| 1907 | Esther Howe Burtch, Nov. 1. | | |
| 1909 | Eleanor C. Mann, Nov. 1. | | |
| 1910 | Florence G. Murray, Nov. 2-30. | | |
| 1908 | Esther A. Stone, Nov. 3-4. | | |
| 1908 | Gertrude Butler, Nov. 2-4. | | |
| 1908 | Sadie D. Allen, Nov. 4-7. | | |
| 1896 | Charlotte Boone Slade, Nov. 5. | | |
| 1891 | Gertrude L. G. Hill, Nov. 5. | | |

CLASS NEWS

The secretaries of the following classes,—1886, 1891, 1894, 1900, 1902, have written, deplored the carelessness of class members in regard to sending in news. Will the members of these classes, and of many other classes of whom the same might be said, please take this warning to heart. Send all news items at once to the secretary of your class!

1879

Mrs. Edward M. Brown (Mary Adkins) spent the summer in Europe. She returned to her home in Milford, Del., during October.

Mrs. Frederic E. Smith (Mary H. Bonney) lost her husband on September 16. Mr. Smith had been an invalid

for nineteen years, and for ten years was absolutely helpless. He was a lawyer in Saginaw, Mich.

Mrs. James F. Bush (Mary E. Gorham) will spend the winter at The Weldon in Greenfield.

Julia H. Gulliver received the honorary degree of Doctor of Laws at President Burton's Inauguration. Miss Gulliver is President of Rockford College.

1882

Annie E. Allen has interested herself in philanthropic and sociological affairs. Through the efficient labors of a committee of Cambridge (Mass.) women, of which she was chairman, the need of vacation schools and playgrounds was so thoroughly demonstrated that the school board has incorporated this work as a part of the regular public school system.

Esther J. Watson, after serving for eighteen years as professor of Modern Languages in the College of Agriculture and Mechanic Arts, Kingston, R. I., has resigned her position and is spending the year in study at Columbia University.

1885

Class officers elected in June, to serve until the next reunion are as follows:

President, Mrs. Elizabeth Cheever Wheeler.

Secretary-Treasurer, Ruth B. Franklin.

Mary W. Calkins received the honorary degree of LL.D. at the Inauguration of President Burton.

1887

Eleanor Louise Lord, Ph.D., has been made Dean of Goucher College, Baltimore.

1891

The class secretary wishes to remind all the loyal members that they should begin now to make their plans to be back for reunion next June. It will be the twentieth anniversary and it is hoped that a great many will attend.

1894

Edith A. Harkness has moved. Her address is now 1923 Orrington Avenue, Evanston, Ill.

1895

Born to Mrs. John A. Bole (Anna S. Kitchel), a daughter, Elizabeth Kent Bole, June 23, 1910.

Richard C. Mendenhall, the two year old son of Professor and Mrs. Charles E. Mendenhall (Dorothy M. Reed), died on November 8, 1910, as the result of a fall. Mrs. Mendenhall has a younger child.

1896

Miriam W. Webb's present address is 1407 Rodney Street, Wilmington, Del.

1897

Mrs. Jay R. McCall (Belle G. Baldwin) has moved to 9 Gladstone Avenue, Detroit, Mich.

Married.—May M. Bolster to Richard Sears Twitchell, October 4. Her address after February 1, 1911, will be 231 Rawson Road, Brookline, Mass.

Married.—Cornelia Bradford to J. Allyn Oakley. Address, 105 Orange Road, Montclair, N. J.

Born to Mrs. Clyde W. Broomell (Grace E. Browne), a daughter, on September 20, 1910.

A son, Charles Knapp, was born on October 6, 1910, to Mrs. Guthrie McConnell (Genevieve Knapp).

1898

Alma Baumgarten's address is 125 Prospect Street, Northampton, Mass.

Married.—Mabel Knowlton to Robert Henderson Strong. Address, 250 King Street, Portland, Ore.

1899

Born to Mrs. William A. Whitney (Gertrude Churchill), a son, George Churchill Whitney, November 27, 1910.

A son, Roland Rogers Cutler, Jr., was born to Mrs. Roland R. Cutler (Mary E. Goodnow), September 18, 1910.

A second daughter, Hilda, was born

on October 8, 1910, to Mrs. Roscoe Platt Conkling (Grace Walcott Hazard).

Born, June 1, 1910, a daughter, Jeanette Eliza Hitchcock, to Mrs. Henry Steadman Hitchcock (Emelie Curtiss Tomlinson).

Deceased.—Mrs. Henry Steadman Hitchcock (Emelie Curtiss Tomlinson), June 16, 1910.

Ruth Shepard Phelps has been appointed instructor in Italian at the University of Minnesota.

Adeline R. Ross is just finishing her first year as teacher of the Shoshone Indians on the Wind River Reservation at Fort Washakie, Wyo.

Mrs. William F. Koelker (Elizabeth S. Steele) is now at 1710 Cherry Street, Toledo, O.

1900

Otelia Cromwell received the degree of A.M. from Columbia University in June, 1910.

A daughter, Mary, was born October 6, 1910, to Mrs. Lower (Mabel L. Freedman) in Cleveland, O.

Elizabeth Storrs Rogers is teaching Latin at the Alcuin Preparatory School, 11½ West 86th Street, New York, N. Y.

Mrs. William Church Griswold (Helen R. Stout) has moved to Brooklyn, N. Y., where Dr. Griswold has gone into private practice, having resigned his position as surgeon in the army. Address, 88 Prospect Park West, Brooklyn, N. Y.

The engagement is announced of Carolyn Weston to John McWilliams, Jr., of Chicago.

1901

Born, July, 1910, a daughter, Eileen, to Mrs. George M. Creevey (Lucy M. Ellsworth).

A daughter, Jane, was born October 23, 1910, to Mrs. Frank A. Ferris, Jr. (Julia A. Bolster).

A daughter, Dorothy Estabrook, was born November 11, 1910, to Mrs. Hay (Mildred W. Dewey).

Mary Seelye Hunter has announced her engagement to Frederick Whittlesey Oliver of Rochester, N. Y.

Married.—Edith DeBlois Laskey to James Edgar Parker, October 8, 1910. Address, 2 Gregory Street, Marblehead, Mass.

1902

Married.—Selma E. Altheimer to Arthur William Weil, October 25, 1910. Address, The St. Hubert, 120 West 157th Street, New York, N. Y.

Married.—Achsa Barlow to Earl Henry Brewster, December 1, 1910. Address, Taormina, Sicily.

Married.—Jennie Foster Emerson to A. E. Burnham. Address, 873 High Street, Central Falls, R. I.

Born to Mrs. Nathaniel Semple (Margery Ferriss), a son, Robert Baylor, on August 18, 1910.

Anne Harriet Coe was married on September 5, 1910, to Bluton Edwin Curry. Address, Durham, N. H.

Louise Knapp was married to Walter Baumgarten on September 20, 1910. Address, 4310a Maryland Avenue, St. Louis, Mo.

1903

Maud Greene spent her third summer abroad. She visited Normandy, Brittany, and Touraine en motor, in company with her sister Ethel Greene, Vassar 1905, Grace Merrill, Smith 1903, and Bertha Merrill 1899. They went also to Switzerland, Germany, Austria, and Italy.

Mrs. William W. Adams, Jr. (Louise M. Shattuck) has two children. The daughter, Janet Adams, was born September 22, 1908, and the son, Stirling Shattuck Adams, was born October 22, 1910.

Helen Williams Davison was married on August 22 to Herdman Fitzgerald Cleland, professor of geology in Williams College.

Married.—Teresa Rose Dervin to Dr. John J. Donaghue. Address, 127 Oak Street, Clinton, Mass.

Born, to Mrs. Edwin F. Samuels (Kate Tindall), on November 1, 1910, a son, Nelson Samuels.

Born to Mrs. Charles F. Park, Jr. (Gertrude Beecher), on July 31, 1910, a daughter, Katherine.

Born to Mrs. Louis Forisball Baker (Roderick Canfield) on June 18, 1910, a daughter, Anne.

Fannie F. Clement is working in the Social Service Department of the Boston Dispensary.

Marie Oller is teaching in Miss Dow's School, Briarcliff Manor, N. Y.

Mary I. Curtis's present address is 1031 East 50th Street, Chicago, Ill.

Alice Grosvenor Fessenden is spending the winter at 75 Magnolia Avenue, Asheville, N. C.

The new address of Mrs. Clarence Powell Scofield (Nettie McDougall) is 428 South Stone Avenue, La Grange, Ill.

E. Jean Greenough has announced her engagement to Mr. James P. Krogh of Hartford, Conn.

1904

Married.—Mary Stranahan Dutcher to Otis Swan Carroll, November 16, 1910, at Brooklyn, N. Y.

A son, Frank Goodwin, was born on September 30, 1910, at Eugene, Oregon, to Mrs. Lawrence G. Brubaker (Carolyn M. Goodwin).

Ex-1904.—The engagement is announced of Winifred E. Newberry to Richard Hooker of Springfield, Mass., formerly of New Haven, Ct.

1905

Elsie A. Laughney was married to Dr. Arthur W. Carr, in Boston, Dec. 17. Address, Bridgewater, Mass.

1906

Rosamond Denison was married, November 30, 1910, to Hugh McLean. They will be at home after February 1, 1911, at Eleventh and Pontiac Streets, Montclair, Denver, Col.

Frances Manning was married, October 26, 1910, to James Stuart Bent, Jr.

Address, 41 Clark Road, Brookline, Mass.

1907

Married.—Marion C. Carr on October 1, 1910, to Paul Brainard Condit. Address, 3206 Prospect Avenue, Cleveland, O.

Married.—Mary Alice Burnett to William Cleveland, June 19, 1910. Address, 287 East Main Street, Spartanburg, S. C.

Married.—Mary Elizabeth Campbell, to Everett Leander Ford, September 19, 1910. Address, South Main Street, Attleboro, Mass.

A daughter, Margaret Tressler, was born to Mrs. George T. Scott (Ruth Cowing), on May 28, 1910.

Born, August 23, 1910, to Mrs. Robert C. Dobson (Helen Crosby), a daughter.

Dorothy Evans was married on July 7, 1910, to Levi Fratzinger Noble.

Married.—Mary Isabelle Goodman to Russell Carson. Address, 20 Coolidge Avenue, Glens Falls, N. Y.

Married.—Jane Steele Hamilton to Lucian Wilcox. Address, 1810 Ridgewood Terrace, Cedar Rapids, Ia.

Esther Howe was married October 6, 1910, to Mr. John Jay Burtch. Address, 5724 Monroe Avenue, Chicago, Ill.

Born to Mrs. John Raymond Milligan (Beatrice Humphrey), a daughter, Mary Louise, on September 13, 1910.

Eleanor Little is teaching in the Kamekameha Schools, Honolulu.

A daughter, Susan Elizabeth, born August 29, 1910, to Mrs. William Gardiner, Jr. (Edith McElroy).

Married.—Elizabeth McPherson to Raymond Garfield Wright, June 16, 1910. Address, The Otis, Seattle, Wash.

Born, a daughter, to Mrs. J. Finnegan (Harriett F. Murphy).

On September 22, 1910, Jessie Oliver was married to Chalmers Smith. Address, 16 Lochiel Apartments, Niagara Falls, N. Y.

Married.—Helen A. Read to Charles

Edwin Bartlett, 2018 Spring Garden Street, Philadelphia, Pa.

Neva Reynolds was married November 5, 1910, to William Joseph Minsch. Address, 148 First Street, New Brighton, Staten Island, N. Y.

Mrs. William R. Colby (Alice Roberts) has a son, born October 20, 1910. He has been named Prescott Norris Colby.

A son, William Alfred, was born September 13, 1910, to Mrs. Robert George Higinbotham (Dorothy Schaufler).

Valborg S. Smith was married November 10, 1910, to George Sheldon Adams. Address, Yankton, S. D.

Married.—Eleanor Trafton to Dr. Joseph Edward Hallisey, October 26, 1910. Address, 9 Magazine Street, Cambridge, Mass.

1908

Married.—Amy H. French to Arthur Percy Hosford. Address, 29 Walton Street, Dorchester, Mass.

Married.—Alice Hinman Friend to Philip H. Mitchell, May 30, 1910. Address, 19 Creighton Street, Providence, R. I.

Mabel Elizabeth Jones has announced her engagement to Donald Dana McKay, Amherst 1909.

Mabel Rue's address is 1914 West 9th Avenue, Spokane, Wash.

Married.—Marjory Ismane Waite to Crowell Clarinton Hall, Jr.

1909

Ellis Abbott has announced her engagement to R. W. Lardner of Niles, Mich.

Louise Howard Comstock was married on November 19, 1910, to Langford Taylor Alden. Address, Piersoer, Sonora, Mexico, K. 60.

Ruth L. Dietrich is studying in the New York School of Philanthropy.

Married.—Bessie G. Fuller to George Melvin Davis. Address, 138 Powder House Boulevard, Somerville, Mass.

Gertrude Gilbert is in the Library of

the Bureau of Education, Washington, D. C.

On October 29, 1910, Marguerite S. Hatch was married to Bradley Eckhardt Sargent. Address, Hotel Woodward, Los Angeles, Cal.

Edith L. Jarvis has moved. Her address is now 431 Riverside Drive, New York, N. Y.

Married.—Ethel O. Lewis to Waldo Grosse. Address, 536 West 111 Street, New York, N. Y.

Ruth Lowrey will be at 251 West 91 Street, New York, N. Y. until May. Her permanent address is now Essex, N. Y.

Married.—Dorothy Dewey Norton to Harold Conant Payson. Address, 68 Neal Street, Portland, Me.

Grace Steiner was married to John W. Lindsay, October 26, 1910. Address, 536 Lake Drive, Milwaukee, Wis.

Mary Stevenson is taking a two-year course in hygiene and physical education at Wellesley College.

Edna True's address for the year is—Care of The Misses Stone School, 5 Via Toscana, Rome, Italy. While in Paris she spent several days with Rosamond Underwood and Dorothy Woodruff.

Margaret Tuthill is studying at the Art Institute, Chicago, Ill.

Eleanor Upton is Assistant Secretary of the Consumers' League of Massachusetts.

Katharine Weed is in the children's department of the Carnegie Library, Pittsburgh, Pa.

Annie Wheelock is at the School of Social Workers, Boston, Mass.

1910

Eleanor Hutchinson is continuing her art studies and is doing illustrating work.

Alice Jacot is substitute teacher in New York high schools.

Elizabeth Jackson is teaching in the Mount Horeb High School. Address, Mount Horeb, Wis.

Eva Jenison is taking a course in the State Normal College at Albany, N. Y.

Kate Keith has entered the Pittsburgh Training School for children's librarians in the Carnegie Institute.

Effie M. Kelso is teaching French and German at the Misses Metcalf's School. Address, Misses Metcalf's School, Tarrytown, N. Y.

Annis Kendall is studying at the Museum of Fine Arts in Boston.

Lillian M. Landy is taking a course in secretarial studies at Simmons College.

Laura Legate is studying music in Boston, Mass.

Blanche Le Gro is organist in the Congregational church at Palmer, Mass.

Leslie Leland is teaching mathematics and English in the Bronson Private School at Providence. Address, 313 Hope Street, Providence, R. I.

Leila Lewis is teaching Latin and English in the Cornwall-on-Hudson High School. Address, Cornwall-on-Hudson, N. Y.

Helen Luitweiler is taking a course of library science at Simmons College.

Mary Lyons is teaching history and English in the Fitchburg High School.

Frances Mann is teaching high school English and some ninth grade work in school at Wilmington. Address, Wilmington, Vt.

Sally McMullin is teaching in the Franklin School, Buffalo. Address, 218 Highland Avenue, Buffalo, N. Y.

Edith Manning is teaching in The Avon High School, subjects,—English, Latin, French, history, elocution, and gymnasium work. Address, Avon, Mass.

Helene Marsh is teaching in the Boonton High School. She taught in a settlement school at Hope Chapel, New York City, during the summer.

Gladys Mendum is with the Associated Charities in Boston, training for a District Secretaryship.

Irma S. Miller has announced her engagement to Charles F. Dyer of

Hoopeston, Ill. Mr. Dyer is a senior at the Northwestern Law School in Chicago.

Annaymar Milliken is at Simmons College. Address, 50 Rutland Square, Boston, Mass.

Carrie Newhall is teaching German and history at Livingston Park Seminary. Address, 1 Livingston Park, Rochester, N. Y.

Carol Park is teaching at Dwight School, Englewood, N. J.

Marion Patton is teaching English and history of art at Hosmer Hall. Address, Hosmer Hall, St. Louis, Mo.

Jane Perkins is teaching Latin, Greek, and history in Thornton School, Saco. Address, 65 Middle Street, Saco, Maine.

Ruth Perkins is teaching history, French, and English at Burr and Burton Seminary, Manchester. Address, Manchester, Vt.

Laura Pettingill is teaching Latin and Greek at Capen School. Address, Faunce House, Northampton, Mass.

Ona Pfluke has entered the School of Philanthropy in New York City. Address, Whittier Hall, 1230 Amsterdam Avenue, New York City.

Esther Porter is Latin tutor at Smith College.

Florence M. Powers is substitute teacher in the high schools of Worcester.

Nellie Powers is teaching English and physics at Avon High School. Address, Avon, N. Y.

Olive F. Pye is teaching physics, chemistry, zoology, physiology, and drawing in Belfast school. Address, Box 5, Belfast, N. Y.

Anne Rawles is assistant in biology at Adelphi College, Brooklyn, N. Y.

Jessie Riall is doing social work in connection with Federated Charities in Baltimore, Md.

Mary Louise Reilly is official tutor and studying for the degree of Master of Arts in philosophy and history at Trinity College for Women. Address, Trinity College, Washington, D. C.

Mary Riley is teaching in the high school and seventh grade in Watertown. Address, Box 113, Watertown, Conn.

Bessie Roberts is studying and teaching music at Mt. Vernon, N. Y.

Edna Roberts is teaching Latin and history in the Sprague High School. Address, Sprague, Wash.

Frances Roe is teaching English and mathematics in Sussex High School. Address, Union House, Sussex, N. J.

Alma Rothholz is a student at Johns Hopkins Medical School in Baltimore, Md.

Gladys Russell is taking a secretary's course at Simmons College, Boston. Address, 321 Brookline Avenue, Boston, Mass.

Sarah Schenck is taking a course at the State Normal School, Trenton, N. J.

Mary Scott is teaching German in a private school in Princeton.

A. Louise Schmitz is teaching in the Mineola High School. Address, Box 316, Mineola, L. I., N. Y.

Olive Seymour is teaching French and American history in Windsor High School and also some classes in the ninth grade. Address, Windsor, Conn.

Carolyn L. Shaw is taking the one year secretarial course for college graduates at Simmons College. Address, 2 Acorn Street, Boston, Mass.

Janet Simon is teaching English and French at the Watertown High School. Address, Watertown, N. Y.

Bertha Skinner is taking a course in the school of household economy in Boston. Address, Students' House, Simmons College, 4 Short Street, Boston, Mass.

Esther M. Smith is teaching German and algebra in the Wilkinsburg High School, Wilkinsburg, Pa.

Hortense E. Smith is taking a course in French and German at Columbia University in the graduate department.

Henrietta Sperry is teaching history in the Reading High School. Address, 32 Wobcorn Street, Reading, Mass.

CALENDAR OF EVENTS FOR DECEMBER AND JANUARY

December	3—Division "A" Dramatics.
"	7—Sophomore Reception.
"	10—Southwick House Reception. Meeting of the Alpha Society. Meeting of the Phi Kappa Psi Society.
"	12—Mrs. Florence Kelley for the Consumers' League.
"	14—Christmas Concert by the Smith College Glee Club.
"	17—Division "D" Dramatics.
"	21—Christmas Vacation begins.
January	5—College opens.
"	11—Lecture by Miss Van Deman.
"	14—Meeting of the Alpha Society. Meeting of the Phi Kappa Psi Society.
"	18—Concert by Mme. Gadski.
"	23—Mid year Examinations begin.
"	31—Mid year Examinations end.
February	1—Holiday.
"	2—Beginning of the Second Semester.

NOTICES

Business Manager

Miss Edith E. Rand 1899 succeeds Miss Ruth H. French 1902 as business manager of the QUARTERLY. Miss French has resigned. Hereafter all subscriptions and business communications should be addressed to Miss Edith E. Rand, 700 West End Avenue, New York City.

Senior Dramatics, 1911

Applications should be placed on file at the General Secretary's office, 184 Elm Street, Northampton. The capacity has already been reached for Friday evening, June 16, and Thursday evening, June 15, is now the only performance for which applications may be entered, as the Saturday performance is not open to alumnae.

Each alumna is allowed one ticket, and may not use another name to secure extra tickets. No deposit is required to secure the ticket, which may be claimed on arrival in Northampton from the business manager in Seelye Hall. Tickets will be held only until five o'clock on the day of the performance, unless a request has been received to hold them later at the theatre. Applications are not transferable and should be canceled at once if not wanted.

A fee of ten cents is charged to all non-members of the Alumnae Association for the filing of the application. The fee may be sent to the General Secretary at the time of application.

Alumnae should keep this notice for reference, and bear in mind that the date of dramatics for 1911 begins with Thursday, June 15.

Rooms for Commencement, 1911

Campus rooms will, as usual, be assigned only to the classes holding regular five-year reunions in the order of their graduation: 1881, 1886, 1891, etc. In view of the experience of the committee in previous years no classes after the one holding its tenth reunion can be accommodated on the campus. Application should be made to the class secretaries.

The special committee in charge of securing rooms for the large numbers who returned for the 1910 Commencement has been dissolved. The General Secretary will, however, be glad to assist the alumnae who wish rooms in town by furnishing lists of houses where accommodations may be obtained.

Slides Illustrating College Life

The college has bought of Miss McClellan a set of seventy-five slides illustrating college life in general, Commencement, 1910, and the inauguration of President Burton. Any alumnae organization desiring the slides may apply to F. H. Snow, 184 Elm Street, Northampton.

Expressage and breakage must be paid both ways.

Valedictory Meeting

The proceedings of the Valedictory Meeting held in "commemoration of the thirty-seven years of service of the first president of Smith College" have been published in book form with a preface by Miss Jordan, chairman of the committee on printing, and a photograph of President Seelye as frontispiece. As the alumnae who attended last Commencement will recall, the exercises consisted of a greeting by the presiding officer, Professor Arthur L. Gillett of the Board of Trustees; greetings from the alumnae by Mary B. Whiton 1879, Caroline D. Park 1910, Anna H. Branch 1897; from the Faculty by Professor Henry M. Tyler; a letter from Rev. Dr. John M. Greene, Vice-president of the Board of Trustees; greeting from the Trustees by Professor John B. Clark; the trustee resolutions; response by President Seelye; the singing of *Fair Smith* and benediction by President Seelye. The price of the book is 75 cents. Copies of the first limited edition may be obtained from the college librarian, Miss Josephine Clark, or from the general secretary, Miss Florence H. Snow, 184 Elm Street, Northampton.

Alumnae Songs

We really meant what we said in the notice published in the October QUARTERLY under this same heading. Please look it up and do your best to catch up with the dates mentioned there.

Advertisements

The QUARTERLY reaches all parts of the United States and ought to be a medium of communication and information between the distant portions of this country. All four points of the compass should be represented in our advertisements. It is impossible for the business manager in New York City to discover advertisers from the far away sections. The advertisements aim to answer the inquiries and needs of the alumnae. Let this be an appeal to every alumna to consider the business interests of her town and friends as matters needing a place in our advertisements and send the names of these possible advertisers to the business manager, Miss Edith E. Rand, 700 West End Avenue, New York City.

BOOK NOTES

The QUARTERLY does not review books, but gratefully acknowledges the receipt of volumes presented by the authors or publishers. During the current quarter we have received the following:

AN OBERLAND CHALET, a book of Swiss impressions, by Edith Elmer Wood, published by Wessels and Bissel Co., New York, 1910. Twelve duograph illustrations. Cloth, 8vo., boxed net \$2.00.

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TAKING pains is so important that some one has defined genius as the capacity for taking infinite pains. We shouldn't think that: our idea of genius is rather of the great stroke than of the minute polish. But for those of us who are not geniuses the taking pains is our one way to distinguish ourselves. This is especially true of agency work. One Teacher who does not fit hurts us more than ten whom we place successfully do us good. So we pride ourselves here on making exact fits, sending a school the INFINITE teacher that does just the work required better than most teachers would do it, and sending the teacher where the environments will fit her and enable her to do her best work without friction. On April 22, 1910, for instance, we had a sudden call for a teacher for a superior private school, where the personality of the teacher is all important. The teacher, a Smith graduate, who was the best fit otherwise, we had never seen, so we sent our assistant to Rochester to see her in her own school and judge whether she was just the woman for the PAINS place. She was, but we were willing to take

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"Sweet and Low,"	- - -	Barnby-Dana	.08
"In Sherwood Lived Stout Robin Hood,"	- - -	M. Hatfield	.18

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**THE
SMITH ALUMNAE
QUARTERLY**

PUBLISHED BY
THE ALUMNAE ASSOCIATION OF SMITH COLLEGE
APRIL, 1911

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The Smith Alumnae Quarterly

VOL. II

APRIL, 1911

No. 3

*Entered as second-class matter November 6, 1909, at the Post Office at New York, N. Y.,
under the Act of March 3, 1879.*

CONCERNING ALUMNAE TRUSTEES

ELEANOR HOPE JOHNSON

In the opinion of many of the alumnae it is time for us to reason together a little concerning this most important privilege of ours, the nomination, which is virtually the election, of three of our number to the Board of Trustees of Smith College. It would be impossible for one member of so large and scattered a body as our alumnae to do more than to state an individual belief or at most to reflect the opinions of a very few. The writer, therefore, has no thought of offering any solution to the different problems connected with the subject, but rather desires to bring up questions for others to answer and so to open the subject for discussion. It would be a distinct gratification to the Editors of the QUARTERLY, I am assured, if this article should call out many responses and so help the QUARTERLY to be the open Forum it is their aim to make it.

The alumnae of Smith College have been privileged since the year 1889 to nominate three of their number to represent them on the Board of Trustees. That they have used this privilege wisely is proven by the evidences of esteem and respect for the opinions of these representatives which have been shown by the other trustees. They are more and more looked to for advice on matters relating to college life and are considered—as they should be—in every way the spokesmen of the alumnae, qualified to give wise counsel in college affairs because of their life as undergraduates and their constant association with college students and alumnae. That the position of Alumnae Trustee has become one of such definite usefulness and dignity is partly, if not wholly, due to our wise nominations.

In the early days the selection of Alumnae Trustees was fairly simple. Among the first small classes the women well qualified for this position were known to the alumnae, and a full and general discussion of their merits was possible. The students came largely from New England and the neighboring states, and a vote really approaching unanimity was often possible. The eyes of all turned naturally to the first classes, the

members of which since their own college days had continued to do so much for the college, and the choice was limited to them without a question. But in the last decade the growth of the college has been almost unbelievable. This increase in the number of students has not only made every question of undergraduate life more complex, but the increase in the numbers of the alumnæ has complicated the question of adequate representation on the Board of Trustees. Clubs and associations of alumnæ are springing up all over the country and, as an additional proof of the extended geographical distribution of the students, we are told that the General Education Board has given Smith College a place well up in the list of "national institutions."

In spite of this recent growth and of the wide distribution of the graduates, the character of our representation on the Board of Trustees has not changed. There has been no alumnæ trustee from a class later than 1887 and only one woman living west of the state of New York has been elected to the Board. Much was said about these two facts at the last meetings of the clubs all over the country, and this year a greater effort has been made to secure western representation as well as to name candidates from the later classes. One difficulty will always be felt—that of attendance at the meetings if the trustee lives in the west,—and we cannot emphasize too strongly the obligation such an office carries with it. But with such a large body of alumnæ, this difficulty should not be insurmountable, and it is with strong approval that many of the alumnæ note the geographical distribution of the present candidates. There may be other executive bodies, the members of which can work without being bound to attend meetings regularly, but this is assuredly not the case with a Board of Trustees of a college, and we as alumnæ have the right, in return for the expression of trust and respect shown our representative by her election, to demand that she make the duties connected with her office paramount, for the few years of her service.

As to our method of nominating candidates, a glance at the minutes and at the secretary's reports of the Alumnæ Association since 1889 is very illuminating. It seems that at the alumnæ tea on the 20th of June, 1888, it was first announced to the alumnæ that they were requested by the Board of Trustees "to nominate three trustees to serve for the terms of one, two, and three years respectively, and to report to the trustees at their meeting in June, 1889." It is interesting to note that nothing whatever was said about the nominees being alumnæ of Smith, or indeed of any other college, and the first candidates included Miss M. Carey Thomas, who was unwilling to serve because she felt it would be impossible for her to attend to the duties of the position, and Miss Anna L. Dawes who was elected and made a most valuable trustee.

At first the nominations were made directly by the alumnæ to the

Executive Committee, a second list was selected by the committee from this first ballot, and then this list was sent out in the order of the number of votes received for the final vote; finally the three names receiving the largest number of votes were submitted to the Trustees for election.

This method grew more and more unsatisfactory. In June, 1892, the following paragraph appears in the secretary's report: "From the carelessness with which the matter is treated it would appear that the alumnæ as a body care little for the privilege granted them of nominating a trustee each year. The percentage of returns grows less from year to year, and though the second was larger than the first, the returns this year on the second ballot were less than one half." In the minutes of the annual meeting, June 18, 1895, we find the statement that "The secretary also called attention to the manifest lack of concerted action in the balloting for Trustees, as evinced by the fact that on the first ballot 115 votes covered 43 candidates and that many of these were, for one cause or another, absolutely ineligible, and strongly urged that either formally or informally the Association should endeavor at once to secure more effective and concerted action."

From that time a more satisfactory method was worked for and our present system was incorporated in the constitution in 1900. Many objections to this system have been raised, and yet in the light of past experience it does not seem likely that a simpler system would produce as good results. There are at present twenty-two clubs and local associations scattered from Connecticut and Western Massachusetts to Colorado and Southern California, and the fact that there must be at least two candidates nominated by each one of these means that the opinions of the alumnæ as a whole are pretty well considered. I cannot discover that any other Alumnæ Association uses our system. Most of them have a nominating committee which is composed of the members of the Executive Committee or elected by the alumnæ at their annual meeting. To this committee, as a rule, names are sent by the alumnæ as individuals or in groups, and the candidates are finally elected from a second ballot. It is a question, perhaps, whether too much is not at present left to the discretion of our Executive Committee, as the only statement in the constitution concerning their duties in the matter is as follows: "*to select from the list* thus obtained and to present to the members qualified to vote, the names of not more than five or less than three candidates for each vacancy in the number of the Alumnæ Trustees." The italics are mine. It is said that a candidate must have been named by at least three local associations and in the past the nominees have, I believe, been those named by the largest number of clubs; but now that there is room for so great a diversity of choice, would it not be as well to have some provision

defining a little more fully the duties of the Executive Committee in the matter?

It seems to be the general belief that Boards of Trustees abide by the nomination of the alumnæ or alumni of the various colleges. The final selection in all cases is by the Board itself but nominations are made with such care that it is a question whether the desire of the graduates has ever been disregarded. I do not see how the final power could be differently assigned, the important thing is, of course, to continue to impress the Board of Trustees with the wisdom of our choice.

In June, 1910, the Smith College Club of New York sent to the general Alumnæ Association the following petition to the Board of Trustees:

"1.—The Smith College Club of New York petitions the Board of Trustees of Smith College to take under consideration the granting to the constantly increasing number of Alumnae the privilege of electing a larger number of trustees than three, at the time in the near future that the Board of Trustees may consider wise.

"2.—The Club further petitions that the period of service for every trustee nominated by the Alumnae may be extended from three years to five or seven years as shall seem wise to the Trustees after deliberation."

These petitions bring before the alumnæ the questions, often discussed, as to the adequacy of our representation on the Board of Trustees, and as to the length of the term of service of the alumnæ trustee. Do we grant to our trustee a long enough time in which to prove her usefulness and give to the Board and the College the best service of which she is capable?

As to the first petition,—compared to the other women's colleges our number of elective trustees is in good proportion to the size of the Board itself. Vassar with a Board of Trustees of twenty-nine has three Alumnae Trustees. Wellesley with a Board of twenty-six also has three. Barnard has but one elected trustee, Bryn Mawr, I think, but one. The colleges for men have a larger proportion, but those colleges are older and their Boards as a rule are largely composed of alumni so it seems difficult to compare them. But there is another possibility of representation—the presence on the Board of a permanent trustee appointed by the Board itself from among the alumnæ. Wellesley has two such trustees, formerly alumnæ trustees, who proved their usefulness to such a degree that they were appointed permanently by the Board. Vassar has one permanent alumnæ trustee, Barnard has two.

The appointment of one or two women, preferably alumnæ, to the Board of Trustees by its own members seems an altogether reasonable desire on our part. It is interesting to note that in the charter of the University of Wisconsin is the phrase: "a Board of Regents to consist

. . . at least one of whom shall be a woman." This is a co-educational institution, how much more fitting it is that at least one woman should serve permanently upon the Board of Trustees of a woman's college! Yet in our own charter no provision is made even for the present Alumnæ Trustees. They are dependent, I imagine, on the good will of the Board.

There has been one such appointment at Smith, in the year 1893 Miss Cornelia Warren of Boston was "elected as Permanent Trustee by the Board of Trustees in addition to the three trustees nominated by the Alumnæ Association." I do not know for how long Miss Warren was a member of the Board. The appointment at least furnishes a precedent.

As to the term of office,—so far as I know our term is shorter than that of any of the other colleges. Wellesley's three Alumnæ Trustees serve for six years each and have been re-elected—one of them, I believe—to three terms. Vassar's Alumnæ Trustees also serve for six years, subject to re-election. The term at Barnard is four years. Yale has six Alumni Trustees in a Board of sixteen and they serve for a term of five years. The Harvard Board of Overseers is composed entirely of alumni who act as advisors to the very small Board of Trustees, and their term of office is six years. Our own Trustees feel that it takes nearly the whole term of office to become acquainted with the duties of the position, and it is not right that a trustee should be dependent on re-election in order to prove her best usefulness. A term of five or six years with, perhaps, the prejudice against re-election, would seem a wise decision.

The question arises in our minds: "Are we making the best use of our system and getting all the value there is out of our privilege of nominating Alumnae Trustees?" It has seemed to some of us that the choice of alumnae electors has not always been made with sufficient care. The dates of graduation of the electors should be widely separated in order that they may nominate understandingly from different college generations. There should be a wider consultation, and alumnae should feel the obligation of sending to their own electors names of candidates who seem to them especially fitted for the position. There might, also, be more co-operation between the different clubs.

One valuable thing about a wide geographical distribution of the Alumnae Trustees is the possibility of their coming into personal contact with more of the local associations. We should know more definitely than we do now what our trustees stand for on the Board; the nature of the questions in which they are expected to take a particular interest; whether we are doing all that we can to hold up their hands. To meet with the alumnae several times a year might be considered almost as important a requirement of the office as to visit the college or to meet with the other trustees. It should be the duty as well as the great

pleasure of the various branches of the Alumnæ Association to invite the Alumnæ Trustees to meet with them as often as possible. There is much general information about the needs of the college which we should get from them rather than from the members of the faculty, with their more concentrated interests.

President Eliot, in his recent volume on "University Administration," says: "The kind of man needed in the governing board of a university is the highly educated, public-spirited, business, or professional man, who takes a strong interest in educational and social problems, and believes in the higher education as the source of enlightenment and progress for all stages of education, and for all the industrial and social interests of the community. He should also be a man who is successful in his own calling, and commands the confidence of all who know him. The faculty he will most need is good judgment, for he will often be called upon to decide on matters which lie beyond the scope of his own experience, and about which he must, therefore, get his facts through others, and his opinions through a process of comparison and judicious sifting."

This may seem an impossible ideal, and yet translated into the equivalent requirements for the woman best suited to be an alumnæ trustee, I believe it has been met in our own experience. President Seelye's ideal for the best type of college woman may well be our standard; and with no fear of losing a whit in power of mind or ability to execute, with no thought of a resulting weakness of judgment, we can, nevertheless, demand in our representatives on the Board of Trustees the qualities of the gracious and sympathetic woman who carries with her always the signs of a highly developed spiritual as well as intellectual life.

THE END OF LIGHT

VIRGINIA CORYELL CRAVEN

(Re-printed from the 1910 *Class Book*)

There is a stretch of sunny green unfolding to the hills,
And back of that a row of pines the distant landscape fills,
And back of that the clouds bend low above a purple slope,
And back of that I cannot see—but only dream and hope.

THE STUDENTS' AID SOCIETY AFTER THIRTEEN YEARS

NELLIE SANFORD WEBB

In the commercial world, the vital question in every investment is the dividend. Is it assured? Is it large or small? Into philanthropic enterprises, as well, the question of dividends enters, only we know it better as a question of results.

Every one interested in Smith College and surely every one who has invested, to any extent, in the Students' Aid Society has a right to ask about the dividends which the Society has paid and is paying and to put the question,—“What has the Society to show for its thirteen years of organized existence?”

Those who have come closely in touch with its work, feel that the Society can show, very definitely, growth along three essential lines; growth in numbers, growth in funds, and growth in the steady accomplishment of the purposes for which it was organized; and, in addition, an ever enlarging vision of the possibilities of service.

In speaking of growth, it may not be inappropriate to mention, incidentally, growth in name. The Smith Students' Aid Society was not quite nine years old when, on the 15th of April, 1907, the Secretary of the Commonwealth of Massachusetts put his official signature and affixed the great seal of the Commonwealth to certain important papers which brought into being “The Smith Students' Aid Society, Incorporated” with “the powers, rights, and privileges and subject to the limitations, duties, and restrictions which by law appertain thereto.” Thus “legally established and organized” the Society can receive bequests, which it has already done in one case, and can invest its funds, as has also been done.

On that Monday afternoon of Commencement week, thirteen years ago, not more than twelve or fifteen interested non-graduates and alumnae gathered in one of the large rooms of College Hall, to attend the first annual meeting of the Smith Students' Aid Society. The secretary's report showed one hundred and fifty annual and two life members, as a result of some 1500 circulars sent, the previous summer, by the Organization Committee appointed by the Non-Graduate Association, and an additional circular, of which 1400 copies were sent to the alumnae and non-graduates in March. These returns were not specially encouraging, but the little group that afternoon felt there was a real need for the work which the Society purposed doing and had perfect confidence in the ultimate loyalty and support of Smith women.

The thirteenth annual report, read last June, showed that this confidence had, in no sense, been misplaced. The little group of that first annual meeting had been superseded by a gathering that packed Room 5 in Seelye Hall, and the 150 annual and 2 life members, of that first report, had grown to 1300 regular and 140 life members. In addition, the membership list included one honorary and 31 associate members, with two branches, the Vermont and the Southern California; the former, showing two honorary, two life, and 49 regular members and the latter 5 life and 33 regular members. To these, must be added the names which we all honor, the 41 on our "In Memoriam" list.

The financial growth has been no less impressive. The first treasurer's first report showed simply receipts of dues and disbursements for the expenses incident to organization. The second report, however, read at the meeting in June, 1899, included in its receipts, not only dues, but a gift of \$25.00 from the Smith College Club of Hartford, the first of the alumnae organizations to give practical evidence of its sympathy with the new movement. Evidently with the Hartford Club once a friend implies always a friend for many times during these intervening years has it shown its cordial interest by financial support. Its gifts are now all included in one fund and are being used, as loans, to carry a girl through her college course. The disbursements of that second report are vitally important for they showed that the Society had made a definite beginning of the work for which it was organized; two loans of \$50.00 each were reported as having been made to two juniors.

In passing, it may be interesting to note that the dividend on these first investments is large and assured. The recipients of these first loans feel that only through them was their college course possible. They are successful teachers in good positions and one of them took her Master's degree at Columbia last June. The loans have long since been repaid in full and the money reloaned once if not twice.

For the first five years, the Society had a somewhat "hand to mouth" existence, its only assured income being from a limited membership. The appeals for loans often found an empty treasury but the faith which the members of the Executive Committee had in the righteousness of their cause and its ability to win friends was never misplaced. One of the college Directors once said that after working in the Students' Aid she quite understood what before had always been a problem to her,—how Orphanages and various kinds of Homes were run purely on faith.

Never were the resources drained to their utmost dregs and the Executive Committee at its wits end to meet pressing needs, without the receipt, at the psychological moment, of some generous gift and usually from quite an unexpected source.

Notwithstanding the uniformly happy solution of all its financial difficulties, the Society heartily welcomed the proposition made at the alumnae meeting in June, 1904, that a fund of \$10,000 be raised by the Association to place the Students' Aid Society on a sound financial basis. Thanks to enthusiastic supporters and generous friends, the \$10,000 at first suggested grew to over \$12,000 before it was handed over to the Society. Of this amount \$7000 is now invested in guaranteed first mortgages and yields \$330 per annum; the remainder also yields an income but is used as a working capital, the principal being drawn on, at times, to meet immediate needs and then replaced by the return of loans.

The Society has now a definite and assured income, varying slightly from year to year, from annual memberships and returned loans; last year the amount from dues was \$1331.27 and from returned loans \$1859. In addition there are three special funds. The "In Memoriam" including the Lorraine Trivett Mabie memorial, into which go all the memorial gifts which are used, from time to time, for loans to specially well equipped students; the Free Bed Fund, started by the class of 1901 at their reunion in 1906; a so-called Permanent Fund into which are put all life memberships and gifts not specifically designated and which is the nucleus of a fellowship fund.

The development and growth of the Society in numbers and in funds is most gratifying as without such development and growth the purposes for which it was organized could never have been carried on; but the really vital interest in its work must always come from the contact with the girls—a less tangible but truer evidence of whether or no it is accomplishing its purpose. From its inception, the Society has been most fortunate in its college Directors to whom the girls make personal application for loans and upon whose recommendations loans are discussed and either voted or rejected by the Executive Committee. These women have been warm of heart, generous in sympathy, keen in the analysis of character, wise in judgment, strong in faith. Through their intimate knowledge of the girls, the Society has come in touch with many of the problems of the college girl, particularly of the girl who must be her own support and oftentimes that of her family. To these girls, the training and development which come with a properly adjusted college course are essential if they are adequately to meet the demands which life makes upon them. From the first, it was felt that, to be efficient, the work must be on a strictly business basis so that in a student negotiating of a loan from the Society there should be no more sense of giving and receiving a charity than when a man, to meet an emergency, negotiates a loan at a bank. The details of the negotiation may differ but the general principle is the same in each case.

After a girl's application has been duly considered by the college Directors, from the standpoint of her class room work and her general qualifications and characteristics, the loan is passed upon by the Executive Committee. The loan granted and the girl in receipt of her check, she gives her formal note which states when the loan was made, its amount, when due, and the names of the college director and treasurer at the time of the giving of the loan. Unless there is some special reason for an earlier date, these loans mature approximately three years after the girl's graduation and up to that time no interest is charged. All loans made since 1905, however, carry with them the stipulation that a note unpaid at maturity is charged interest at 4% until payment is made. These notes are carefully filed with the treasurer. When the student graduates the treasurer sends her a formal statement of the loans for which she is indebted to the Society. If the loan is about to mature and no payment has been made thereon, the holder is notified of the maturing of her obligation. When the loan is paid, the note duly cancelled is returned to the giver.

The last annual report showed 54 loans made amounting to \$3325 and 40 loans returned in full or in part aggregating \$1859. Of this latter amount \$559 was overdue—only a few days in many cases—while the remaining \$1300 was all in advance. Just here it may be of interest to note that since its organization the Society has made 486 loans amounting to \$23,163; loans returned and re-loaned make up some \$8557 of this sum. Of the amount returned, more than 64% has come back before maturity, showing, on the part of the girls, a fine sense of business responsibility and a still finer sense of loyalty to the Society and its work. "I only hope that this loan which I am returning may help some other girl as much as it did me," is the message which, almost without exception, accompanies every payment.

The letters of explanation that tell why a loan cannot be paid promptly—and there is only one overdue loan whose holder has failed to explain the delay—also give evidence of a sense of business responsibility and loyalty. The regret is keen that the delayed payment may be keeping some other girl from sorely-needed help.

The object of the Society, as expressed in its By-Laws, is not only to make "loans or gifts to deserving undergraduates" but to graduates as well. Our graduate work thus far has been a limited one, concerned only with those who have been unable to meet their loans as they matured. This work is too varied, too intimate, and too personal to be given in any specific or detailed manner. As has been said, when a loan matures on which no payment has been made, the treasurer notifies the one holding that loan and in cases when prompt payment is impossible the reply often

brings out a story of personal or family illness, of personal or family misfortune that has drained the resources of an income none too large at best. In all such cases the Society has felt that its graduate work was an important one; giving encouragement, deferring payment, and making it possible for the loans to be returned in small partial payments even one dollar at a time. Many a payment of five dollars has been made which has involved real self-sacrifice and has represented the savings of weeks and months. At the risk of repeating what may be well known, it seems wise to state that when a girl negotiates a loan from the Students' Aid, it is an obligation for which she alone is responsible. In case of her death, the burden of payment does not fall on her family; it is remitted. If illness should leave a girl an invalid, unable to care for herself, it rests with the Executive Committee to make what was a loan, a gift. Neither of these cases has yet occurred but, in course of time, they doubtless will.

The Society, after thirteen years of life can show, not only numerical and financial growth and a steady accomplishment of its purposes, but an ever enlarging vision of possibilities of service. While the growth in numbers and in funds is most gratifying and has made possible the large work of the past, there are continually being presented to the Society new needs, new opportunities for service which can be met only by an ever-growing membership which shall mean ever-increasing funds.

Our Free Bed Fund, now over \$1100, we hope to make \$8000, yielding at 4% an income of \$320 a year which means a free bed at Sunnyside, always at our disposal, for any girl needing rest and refreshment. Any one familiar with college life, realizes that with the best of care the time comes when a week's rest wards off a threatened breakdown or a serious illness.

Our Permanent Fund must be increased until the income therefrom is sufficient for a fellowship for which there is pressing need. There is a young girl, of good family, bright, alert, intelligent, well endowed in every way, who has determined that she must equip herself with a college education. The father will clothe her but, in spite of his cordial sympathy with her purpose, that is all the financial help he can give for there is a group of motherless brothers and sisters to be cared for. Our funds, thus far, have not permitted us to help freshmen. We have felt that we must have the record of first year work to guide our decisions about loans the second year. More than this, a girl who borrows all through her college course, comes out with a pretty large debt. This is especially true in view of a policy which in late years has seemed wise; that a girl who is doing fine work would better, during her senior and perhaps part of her junior year, take larger loans rather than wear herself out, physically and mentally, in trying to earn her way. For the

best use of her college equipment, she needs the development which comes not only from her class room work but from participation in other activities of college life and in the social contact with her classmates and college friends. There are unquestionably certain freshmen as in the case noted above whom we should be in a position to help; perhaps in some form of a competitive scholarship or a gift from funds specially contributed for this purpose.

Still another field for usefulness is opening before us in connection with the new intercollegiate Bureau of Occupations which will be in operation this fall in New York. We cannot divert any of our funds to give it, as a Society, our financial support but co-operation in its work will be, without question, mutually beneficial.

Were it possible to follow the girls who have graduated from college, during the last thirteen years, gratefully acknowledging their indebtedness to the Students' Aid, we should find successful teachers, in large and small schools, east and west, north and south, in this and other lands; efficient workers in many fields of philanthropy, in our public libraries, in our hospitals, on the foreign mission field, in business, and not a few in happy homes of their own. It is this splendid group of successful and efficient workers in the "World's Work" which abundantly justifies the existence of the Aid Society, and must make each investor in this work feel that her dividends are so large and so sure that there is never a thought of withdrawing the investment but of increasing it to the extent of her means.

COLLEGE AUTHORITIES

JUSTINA ROBINSON HILL

When a girl is once admitted to college she finds traditions crystallized about several centres of authority. In the early days the college government was of a patriarchal order, the students were few and they and their interests were personally dear to the president. Time has brought changes and now authority is divided between the President, the Faculty, the Registrar, the House Mistresses, and the Students' Council.

THE PRESIDENT

The President of Smith College is the ultimate source of authority, subject only to the Board of Trustees over whose deliberations he presides. The functions of a college president have been much discussed; there seems to be a tendency to relieve him of petty details and leave him free to work out larger questions of college life. It is manifestly uneconomic to expect a man who can raise a million dollar fund to expend his energy upon small questions of administration.

To carry out his ideas he has committees of Trustees and of Faculty through whose activities his policies are made effective. The average student knows little about the trustees, but the faculty are familiar friends. The President gives a course of lectures to the entering class upon the ideals and purpose of this particular college—these talks are to help a girl find herself amidst her new surroundings. The policy of the administration implies the greatest possible individual freedom compatible with the restrictions which the large number of students necessitates. This has always been the attitude of Smith College and while some girls do foolish things, the mass of students maintain the conventional standards of good society.

But as life is not made up altogether of great things, there are many minor matters with which the President must be at least conversant—matters which give tone to the social life of the college and to the moral life of the students. The President stands to the world for the college and this places upon him official social obligations which require time and strength.

In addition to the complexity of the President's duties, he must, as a wise manager, make every individual in the whole body count for his maximum by doing those things for which he is best suited.

THE FACULTY

Two committees of the faculty are of special importance.

1. The Committee of the First Class which has in charge the new students, the terms of their admission, their conditions, and their remaining in college.
2. The Committee on Courses of Study which acts upon proposed changes in the curriculum.

The faculty votes upon student activities, for instance the new *Weekly* was approved by them. Members of the faculty are on all committees which have to do with student conduct and the regulation of all matters is in the hands of the faculty.

THE REGISTRAR

The Registrar was not mentioned in the official college bulletins until 1890 when a "Librarian and Registrar" was appointed. For a few years various duties were combined with those of Registrar, for example, that of secretary to the President, but in 1898 a Registrar was enumerated among the college officials.

The manifold duties of this office involve so much of the personal element that the incumbent must of necessity become well known in many ways. She is a member of committees of the student body, the faculty, the house mistresses, and the alumnae.

As secretary of the Examining Board, the Registrar conducts all correspondence relating to the admission of students to college; to her belongs, too, the correspondence concerning the standards of those schools from which accredited students are admitted on certificate.

All students register in the fall and after recesses with the Registrar and excuses involving absence from class work are secured from her.

The Registrar has oversight concerning membership in clubs—this prevents good students from joining too many clubs and the poor students from serving on committees or joining clubs.

The Registrar keeps all college records. From these records she enforces the regulations concerning standards of scholarship.

She co-operates with The Board of Class Officers to regulate the course of study which includes general advise about lines of work, the taking of new and the dropping of old courses.

Cases of repeated disregard of rules in college houses are reported to the Registrar if they are not too flagrant, and she attempts to harmonize rebellious students with their surroundings and with college rules.

As secretary of the Entertainment Committee the Registrar enforces the requirements concerning entertainments and makes up the calendar for the same. The Registrar assigns new students to campus houses, and belongs to the committee on the assignment of rooms to alumnae at Commencement.

The *College Bulletin* is published weekly under the supervision of the Registrar's office and she is a member of the committee on Social Regulations. The Registrar has initiative as a member of the faculty, at whose meetings she can present matters for consideration and decision.

HOUSE MISTRESSES

Each house mistress presides over her own house and all students in her house are responsible to her. She gives excuses for absence when no college exercise is omitted, for attendance at an entertainment in a neighboring town which does not involve absence over night, for all evening entertainments in town and parties in private houses, for all luncheon and dinner parties at hotels in town or at any hotel or house out of town.

These rules combined with those relating to chaperonage govern most cases of conduct for which the house mistress is responsible. The House Mistresses work through committees appointed by the college President and with certain members of the faculty constitute the committee on Social Regulations and Social Entertainments.

STUDENTS' COUNCIL

The government at Smith College is to a large degree, in the hands of the Students' Council.

This consists of four Seniors, three Juniors, two Sophiomores, and one Freshman. These include the four class presidents, who are chosen by their classes. The president of the Council is chosen in the spring from the outgoing Council.

A tax of 75 cents per capita for the work of the Council is included in the tax collected by the class treasurer. With this money the Students' Building is maintained and various incidental expenses met.

The Council has charge of the college discipline in that it enforces the Social Regulations.* Several times a year the Council meets with the house presidents who serve as a means of communication between the houses and the Council and these act as an advisory committee.

The House President represents the authority and duty of the Students' Council in upholding social regulations, in preserving quiet, and in promoting honor in all academic, business, and social matters.

Since the student body accepted the Social Regulations, through the Council, they are self-imposed and must be obeyed. In case of continued disregard of these rules the house mistress, the house president, and the president of the Council formulate a plan of discipline which, when approved by the Council is submitted in the form of a recommendation to the office. This discipline may extend to a recommendation for expulsion, but the college President investigates cases thus reported and decides as seems just to him, for he believes that the less discussion there is about discipline the better for all concerned.

Once every two months a conference is held which includes the college President, the Faculty Class advisers, and the Council. All changes in the constitution of the Students' Council must be approved by this body.

Changes in the Social Regulations may be suggested by several authorities, but they must be adopted by a committee of the Council consisting of the Council president, the presidents of the Senior and Junior classes, and one councillor appointed at large by the Council president. Departures from the Social Regulations may be advised by the Council and acted upon by the suitable committee of college authority—for instance the granting of permission to give a tea on a day other than Wednesday or Saturday was first advised by the Council and accepted, with qualifications, by the committee on Social Entertainments.

All the college elements are united to administer the government of this large body of students with little friction and with a large sense of personal responsibility.

* The rules which are embodied in the Social Regulations are the outgrowth of college experience. They were never written until two years ago when the Alumnae Trustees, in an effort to make discipline uniform, first wrote them out.

WHAT ALUMNAE ARE DOING

BLAZING THE SETTLEMENT TRAIL

HELEN RAND THAYER

In the fall of 1887, four Smith College alumnae, members of 1883 and 1884, chanced to meet in Northampton. Two of them, while studying at Oxford, had become greatly interested in the beginnings of Toynbee Hall and in the social movement thus represented. Together these four talked over the possibility of instituting a settlement work for college women in this country, and agreed to carry this matter on their hearts and to put it into definite shape as soon as practicable. Of these young women, one was Vida Dutton Scudder, 1884, to whom perhaps more than to any other one person, was due the inception of the College Settlement movement; another was Jean Gurney Fine, 1883, who, as the first head-worker of the first settlement, blazed the path. The plan was at once placed before a group of college women and was by them taken up with enthusiasm. For two years the work went quietly on; money was privately raised, a neighborhood agreed upon and the head-worker secured. It is pleasant to remember that Phillips Brooks was one of the first to have faith in the work and was a generous subscriber.

A house at 95 Rivington Street, New York City, one of the wonderful old survivals of a formerly aristocratic quarter, was secured and entirely renovated. The house and its location were ideal; it was large and airy with a yard at the back; it was situated in the midst of a highly congested tenement-house district with a mixed population. The district was not criminal in the worst sense, but was politically the most corrupt in the city, a region in which five hundred saloons were balanced by five churches and a few philanthropic agencies. The Neighborhood Guild, originally organized on the plan of Toynbee Hall, was a near neighbor, but at this time it had ceased to be a colony and was only a centre for a few clubs. Miss Fine resigned her place as teacher at the Brearley School to accept the position and the humble salary of head-worker at the College Settlement, and in October, 1889, the house was opened with seven residents, representing Smith, Wellesley, and Vassar.

Those were days of high hope and deep despair, of all-day labor and all-night perplexity, but withal they were days of rare fellowship, as together the head-worker, the residents, and the neighbors worked out

the problem of this new social experiment. We painted floors and sewed carpets; we washed windows and shoveled snow. It was all rather badly done, no doubt, but it was good for the souls of the residents, and it helped to establish a relationship with their neighbors, which was the very heart of the Settlement work.

Our first caller was the policeman, who dropped in to inquire if this household of young women wished to make a contribution to his slender income. Our second and most persistent was the reporter, for the settlement was for a time the favorite resort of ladies and gentlemen representing the daily press, the fashion magazine, and the religious weekly. Hull House, which began its public life just a week later than the College Settlement, was at the same time being exploited in the papers.

The Settlement was first known in the neighborhood by its bath-sign, and, as baths were its only ostensible means of livelihood, the neighbors were greatly interested in the prosperity of the business. Baths were sold at five cents each, the bath-rooms were lighted by gas and the bathers frequently carried off the soap, so that not without reason we were urged to raise the price. The business flourished and we made many friendships with the bathers, as they waited in the kitchen. Some were weeklies, some annuals, while others approached their first experience of the kind with fear and trembling. It soon became evident that there was a great popular demand for bathing privileges. The matter was taken up by charitable organizations, as well as by the city, and the Settlement, having pointed the way, as its function was, closed its baths and put the rooms to other uses.

The question how the Settlement was to reach its neighbors was never a serious one, for from the beginning the neighbors reached the Settlement. In fact, much of the difficulty and discomfort of the pioneer days was due to its amazing popularity on Rivington Street. Clubs—and limited clubs—proved to be the most effective method of work with the young people. For every boy who came in to attend a club there were always two or more boys who were necessarily excluded. They attempted ingress through windows and coal-holes, and, when unable to enter in person, they delivered at the window frequent and varying tokens of their affectionate interest. As a last resort they settled down to the joyful task of ringing the doorbell. Two deaf mutes, who came into the neighborhood, always indicated the house in their sign-language by the violent pulling of an imaginary bell.

Agencies for helpful contact with their neighbors rapidly increased, as the residents came to understand better the conditions and needs of the life by which they were surrounded. Clubs and classes for people of all ages, the library, the reading-room, the Penny Provident Bank, the kindergarten, the music school, the cooking-school, medical aid, the fresh

air work, the providing of wholesome recreation, the informal social life, work in connection with the courts, the schools, the churches, and various philanthropic organizations have all had their place in the history of the Settlement. With the growth of the work the plant has increased, and the latest acquisition is a gymnasium and club-house.

In May, 1890, the College Settlements Association was formed by representatives from Smith, Wellesley, Vassar, Bryn Mawr, and the Harvard Annex. Each college contributing one hundred dollars through its alumnae and undergraduates was entitled to two representatives on the Electoral Board. The Board appointed local executive committees who were entirely responsible for the work in their own settlements. Thus the work was removed from the difficulty of unintelligent supervision, while its general control was placed in the hands of representatives of the colleges, who met twice a year to hear reports, make apportionments, and discuss questions of general policy. This simple form of organization has continued with slight modifications to the present time, and has met with marked success. Fourteen colleges are now represented on the Board.

In April, 1892, the Philadelphia Settlement was opened. This work was undertaken in co-operation with a local association and at its earnest request. This association had an industrial and educational work of several years' standing, and passed over to the Settlements Association this work and the use of its buildings. Since 1899, when the Philadelphia Settlement was permanently established at 433 Christian Street, it has rapidly grown; it now occupies five houses, and is raising money for a building to shelter its general work. In spite of a certain lack of understanding of settlement purposes and ideals on the part of the community, the Philadelphia Settlement has built up a great work, and has drawn to itself a large constituency of friends and co-workers.

In December, 1892, Denison House, the Boston College Settlement, was opened at 93 Tyler Street. It had the advantage from the start of a strong local group of college women eagerly interested in the project, and it has had a most interesting development. As the work of this Settlement has grown, it has been necessary to call into use three adjoining houses, and a committee of men interested in the work are now engaged in raising money for a large building for neighborhood purposes. Across the street from Denison House is the Hemenway, a co-operative lodging-house for working-girls, established by one of the early settlers, who makes this her home.

In all these Settlements the work has won a large local support. The College Settlements Association has sent its children out into the world to seek their fortunes, and they have won out gloriously. Not only have the settlements found for themselves financial backing, but they

have gathered to themselves a large corps of outside workers. Thus they carry a much larger body of work than their residents could administer, and at the same time they give work, training, and experience to those who cannot enter settlement life. In at least one of the settlements these outside workers have their own organization and conferences.

In May, 1910, an urgent application was received from a struggling settlement in Baltimore for affiliation with the College Settlements Association. The financial condition of the Association hardly seemed to warrant such an advance, but investigation proved the need so great and the promise of a vigorous work so good, that, almost as a venture of faith, the Association adopted this new settlement in October.

The best work can never be presented by statistics. Spiritual growth, mental uplift, even physical regeneration cannot be weighed or measured. Settlement work deals essentially with individuals and does its book-keeping in the higher values. Yet some lines may be indicated in which evident achievement has been made by College Settlements in twenty years.

The Settlement was first organized as an embodiment of social democracy, as a protest against the ancient heresy that wealth or education rightly divided men into classes. Because of the constantly growing separation between the rich and the poor, the educated and the ignorant, they understood each other less and less. It was to bridge this chasm, to keep an open way between these so-called classes, a way over which all who would might tread, that college women entered into settlement life. They were actuated by the simple human desire to share, and to share their choicest possessions,—those of mind and heart. Somewhere in the background of their minds they knew that they were not only to teach but to learn, not only to give but to get, but how much of the getting and the learning there was to be they never guessed.

The early settlers undoubtedly came to the work not only with a desire to serve but in a spirit of real abnegation. This was part of the joy of the experience. One of the residents was wont to say that newcomers fanned themselves with their wings on their upward flight. But most of them soon became enamored of the life. Some of us were not yet sure that the world needed us—in any case it was not evident where, or for what—but in Rivington Street all doubts were dispelled. Our young friends and neighbors needed us every day in the week, needed every bit of natural endowment, of training, and experience that we possessed, needed all the sympathy, the wisdom, and the idealism that was ours to give. We daily looked with joyful wonder upon our own development in quite unexpected lines, the while we also pondered in sad amaze over the depths of our ignorance and incompetency. Added to this satisfaction in being able to put one's life at a point of vital need was

the pleasure of adventure. The settler never knew in the morning where her quest might lead before night. In the pioneer days she traveled in an uncharted country. There might be a run on the Settlement bank with long lines of depositors waiting in the street, because house-cleaning was interpreted by a small boy, "The bank's bust and they're going to move"; there might be a first meeting of a young men's club where all kept on their hats, sat on the tables, and smoked; there might be a small boys' feast, where they grew highly vindictive and pelted the house for days with objectionable missiles, because they were not allowed to drink the brandy which they themselves had liberally supplied; there might be a neighbor's new baby to be washed—in the dishpan—or the bread bowl; there might be an interview with excited Jewish parents who were sure that their daughter was being taught Christian songs, because she sang, "Mary, Mary, quite contrary"; such incidents were all in the day's work and kept the wolf of stagnation far from the door. The residents even learned to look for the crude excitements of a really live neighborhood, where there was always a fire, or a fight, or a street parade, or at least a fakir and a crowd, and it was easy to be patient with the tenement-house folk who found it "lonesome" in the country. And if sometimes the tragedy of life unfulfilled, the sinfulness, and the heart-break of it all, seemed unbearable, we were, in a sense, sharing the burden, and we were very busy in our puny efforts to make it lighter. The settler must be dull who did not gain by her experience a new insight into social conditions. Many a woman, who has gone into the work with the easy conviction that improvidence and drink are largely the cause of poverty, has some day turned upon herself and asked whether the seeming effect is not after all the frequent cause, whether mental and spiritual growth can possibly take place when the life is held down by incessant, mechanical toil, whether improvidence in the poor is as ignoble as avarice in the rich. For her the old question, "How does the other half live?" is supplanted by a more fundamental one, "Why is there that other half, and what is this line of cleavage?" If the settler did not learn that last great lesson of life, humility, it could only be because she had not the insight to see the greatness of the life which touched hers, life which could meet with simplicity the elemental tests by which her own had never been tried. Out of a sense of community of interest must grow in every willing soul the glad recognition of brotherhood.

It is perhaps less easy to estimate the value of this work for the community than for the settler. Many young people have been given guidance, courage, and inspiration. Life for them has been lifted to a new plane, and they date their lives as did the lad, who said, "It's two years tomorrow since I first got acquainted with this house." Individuals have been helped to an education or to the development of special

talents, others to the work for which they were fitted. There have been settlement marriages and there are settlement children, who are being brought up by settlement methods. Two generations are now giving their love and loyalty to the College Settlements. Many, who have moved out of the immediate neighborhood, come from long distances to retain their connection with the house, which has meant to them the best friendship that life offered. From a real timidity toward anything outside their cramped city life, hundreds, through the summer homes of the Settlements, have grown into a genuine love of the country and have come into their natural birthright. Clubs have grown into federations and these have their settlement councils. The older members are able to conduct younger clubs, and questions of discipline are no longer to the fore. All races come within the scope of these four settlements. The Italians are learning to preserve the best that is theirs, to foster the knowledge of their own literature and history, to cultivate talent in art and music and to perpetuate their wonderful handicraft. All are encouraged to feel that by preserving their national birthright to be cast into "the great crucible" they can make their best contribution to American life. The Syrians are being taught in the Arabic language what are the ideals and opportunities of the new land to which they have come. An ideal of citizenship has been imparted to many, a feeling of civic responsibility diffused.

The settlement must not only be adapted to its particular neighborhood and community, but it must be flexible, quickly responsive to changed conditions, always ready to accept a larger ideal of its own responsibility. Thus the methods of College Settlements have necessarily changed. From families they have grown into great institutions. They have become social and civic centres, meeting-grounds for all who are interested in the problems of our great modern cities, laboratories for sociological research. Yet withal they maintain their relation with the individual life, and they have kept intact the spirit of friendship which was their first inspiration. Where this spirit will lead the Settlement, or the individual, in days to come, who can say?

The College Settlements Association has always regarded its educational work for the women's colleges as equal in importance to the direct work of its settlements. For more than twenty years a constant effort has been made to keep the way open at that end as well as at the other. To every class in our principal colleges this work has been presented. Each college has maintained its own undergraduate chapter, which, with the aid of the Association, has arranged for a series of speakers through the year on the broadest subjects of social reform. Out of the activities of these chapters have grown various forms of practical work among the students. Vassar has a club-house for maids. Mt. Holyoke has an

active work with clubs and classes in the city of Holyoke, and has carried on a vacation home for working-girls. Smith sends money and a certain number of helpers each year to Mt. Ivy, the beautiful summer home of the New York Settlement. The Association also carries on from year to year, in a large number of private schools, a campaign to develop a sense of social responsibility among girls, to most of whom the poorer side of life is quite unknown.

The College Settlements Association was a pioneer in offering fellowships for social research and for training in social work. Some valuable pieces of investigation have been given to the public, and many college women have been introduced to their life work by training for responsible positions in some line of social reform.

Because of its very breadth, the settlement has always been an object of criticism. One calls it too religious, another not religious enough. One woman can not longer continue her subscription because she hears that settlement-workers identify themselves with organized labor, another retires because they do not take a pronounced stand for socialism. As a matter of fact, a true settlement is not a place for propaganda of any sort. It is a colony of friends, a place where one may go to find out. It is made up—and here lies its strength—of people of varying convictions, who are working out their own ideals. No one person can ever state the creed, social or religious, of the true settlement. The settlements stand, as they have always stood, for "A vision of brotherhood wherein no man lives unto himself; of a neighborhood where no man may fall among thieves; of a house wherein are many mansions and no dark rooms; of a freedom that is perfect service."

The College Settlements had a few years of great popularity, but the new has worn off, and even the college public has picked up other toys. Many other organizations have sprung up in twenty years, some of which owe their very existence to the College Settlements and to their revelations of a definite need. Such work often makes a more definite demand, shows better tabulated results and is consequently called more systematic. It cannot, however, supersede the work of the settlements. The settlements were never doing better work than now. Nor were they ever so greatly needed as they are today, when theories of social reform are made "while you wait," and when in the sacred name of sociology the poor are subjected to investigation and experiment, too often useless, because unsympathetic. In the midst of the increasing darkness of racial problems, the settlements keep steadily burning the beacon of brotherhood.

That the College Settlements Association has been able to institute and carry on the work for which it is responsible, on an annual income of approximately seven thousand dollars, is remarkable. That a larger

number of college women do not care to take their individual responsibility in maintaining and developing the work is hardly less surprising.

Smith College has played an important part in the movement. With her it began; she has furnished head-workers, residents, fellows, and administrators. May she continue to be a leading figure in this high adventure!

IN PARVO

IN MEMORY OF RICHARD WATSON GILDER

HARRIET CHALMERS BLISS

(By permission of the *Century Co.*)

I do not ask for dreams come true,
Nor ships to my Enchanted Isle,
My only wish, the long day through,
To see again his smile.

I hear them chanting o'er the dust
His shining deeds, his star-strewn way;
Yet loveliest of all was just
His living day by day.

There falls, far-echoing through the night,
His perfect singing otherwhere;
But, oh, the anguish in the sight
Of this, his empty chair!

Nor spires nor creeds have ever yet
Fashioned for me a paradise;
But all my unfaith I forget,
Remembering his eyes.

CURRENT ALUMNAE PUBLICATIONS

COMPILED BY NINA E. BROWNE*

That the alumnae may be informed as to the current literary work of the various graduates and non-graduates, the following list of publications issued during the last quarter is given. The QUARTERLY desires to make these lists quite complete and that they may be so, the editors and Miss Browne will greatly appreciate the co-operation of all the alumnae. Kindly send any contributions of your own to Nina E. Browne, 44 Pinckney Street, Boston, and notify her of any other current publications which you recognize as the work of Smith alumnae or non-graduates.

The Association is gathering the publications of the alumnae for a collection in the college library, and copies of those not already in the collection are solicited. These also should be sent to Miss Browne.

- Bliss, Harriet C.** 1899. In parvo, in memory of Richard Watson Gilder *in Century*, March.
- Bridges, Eliza W. M.** 1892. A plea for disorder *in Good Housekeeping*, March.
- Cutler, Martha H.** 1897. A chintz cottage *in Harper's bazar*, March—New wall papers *in Bazar*, Feb.—Spring renovating *in New idea woman's mag.* April—Window seats *in Bazar*, Jan.
- Daskam, Josephine D.** 1908 (Mrs Bacon) The house of their rest *in Ladies home jour.* 1 Feb.
- Davis, Fannie S.** 1904. Eyes [poem] *in Good housekeeping*, Feb.
- Dickinson, Martha G.** music 1885-1890 (Mrs Bianchi) A Cossack lover. N. Y. Duffield.
- Dunbar, Olivia H.** 1894. A crusade for the child *in No. Amer. rev.* Jan.—Three-cent luncheons for school-children *in Outlook*, 7 Jan.
- Hastings, Mary W.** 1905 (Mrs Bradley) At the eleventh hour *in Good housekeeping*, Jan.—The scrub woman *in Hampton's mag.* March.
- Hazard, Grace W.** 1899 (Mrs. Conkling) A breath of mint [poem] *in New England mag.* Feb.
- Higgins, Olive C.** 1904 (Mrs Prouty) When I was married *in American mag.* Jan.
- Hill, Edith N.** 1903. A child in bed *in Youth's companion*, 5 Jan.
- Humphrey, Zephine,** 1896. On a bench in the park *in Outlook*, 7 Jan.
- Paine, Mabel A.** 1895. The wind [poem] *in Springfield republican*, 12 March.
- Pratt, Grace T.** 1892. The Bainbridge mystery. Bost. Sherman, French & co.
- Ray, Anna C.** 1885. A woman with a purpose. Bost. Little, Brown & co.
- Ross, Adeline R.** 1899. Indian life in Wyoming *in Sewanee mag.* Jan.
- Scudder, Vida D.** 1884. Class consciousness *in Atlantic*, March.
- Waite, Alice V.** 1886. Modern masterpieces of short prose fiction with introd...by Alice Vinton Waite and Edith Mendell Taylor. N. Y. Appleton.
- Ward, Alice,** 1883 (Mrs. Bailey) Paddy Farrell and the birds [poem] *in Good housekeeping*, Jan.

* Notification of omissions or corrections are requested. Copies of all these are wanted for the alumnae Collection.

LET US TALK OF MANY THINGS

BETTER THAN STUNTS

To alumnae who return to college at commencement time the occasion stands certainly for three things; the renewal and strengthening of friendships, the expression of loyalty to the college, and the opportunity to see again the places with which so many happy memories are associated.

For some of us there is a fourth pleasure in returning; that pleasure, I mean, which arises from getting back into the spirit we had as undergraduates five, or ten, or it may be more years ago, momentarily obliterating all the period that has passed between. At certain class gatherings this old-time spirit of laughter and wit has been invoked with great success. There have been delightful burlesques of Senior Dramatics and old college blue-prints thrown upon a screen have revived memories, mirthful, or kindling, or sad.

This is entirely legitimate and affords admirable entertainment at Class Supper, where there are many associations in common. Any set of girls after working together for four years has its songs and its jokes, hugely diverting to the initiated but possibly quite flat to the outsider. The class of 1879 with its historic eleven members, and the class of 1909 with its several hundred, has each its family customs, family allusions, and, probably, family secrets. The existence of this fund of memories makes it easy to provide good entertainment with very simple means.

But one wonders if the methods so successful and fitting for a single class can be copied with happy effect when the gathering is less homogeneous. Some of us question whether the efforts made to revive our more youthful selves

temporarily have not had quite the contrary effect, and instead of making us all very much at home just as we used to be, have sent us away wondering if the fault lay in ourselves or in the college that we should feel so little enthusiasm about the society teas and the Alumnae Rally.

To make clear what I mean to those who have not had the opportunity to be present at the June celebrations of recent years, I will explain that I allude to the extended use of vaudeville "stunts" at commencement time.

A stunt, provided it be a good one, is an excellent thing in its place. The writer trusts that the inimitable anecdote of "The Baby Coach" is still handed down from class to class in college, and is still appreciated by the undergraduates. But a performance that used to arouse our keenest mirth when the performer was one of our intimate friends, or when it was crowded into the precious twenty minutes between the warning bell and ten o'clock, has a totally different effect at an afternoon gathering of alumnae in the Students' Building. To a member of 1891 it is no reminder of old times should a member, say of 1901, at a society reunion, take the floor to imitate a broken-down gramophone or burlesque a photographer who has come to town since the good old days when Mr. Knowlton flourished without a rival.

But even if the stunts were of such general application that all could understand them, even if they seemed spontaneous instead of forced, many alumnae would still regret their use at commencement. Do we really have to take so much pains to remind ourselves that we are still young? If we do, most certainly we are old already!

Have our lives been so starved of fun since we left college that one of our chief pleasures at reunion consists in listening to jokes? And does it truly indicate the possession of a sense of humor, whose chief constituent is a sense of proportion, to enjoy vaudeville three days in succession?

I fancy the reason that this particular form of entertainment has been so generally adopted is not a very profound one. A distinguished foreigner visiting our June meetings might draw conclusions like those hinted at above. But he would be wrong.

Is the reason not simply this: that stunts are of all things the quickest and easiest to prepare? We come together in Northampton for a few days, flocking from all quarters of the compass. Many of us come from busy homes, snatching the time with difficulty from our duties there. Those of us who are teachers have often finished a year's work only the very day before starting for college. We come together then, and there are certain stated meetings that it is our privilege to attend. We have a vague idea that something ought to be done at those meetings, and so, for lack of time and enterprise to prepare anything better, we drift into vaudeville.

I am inclined to think that we are rather over-entertained, so far as quantity goes. It is pleasant to have the use of the club rooms in the Students' Building and to know that whenever the members care to go in they may do so, with the chance of finding an old friend there to talk to. We like to go to old Lilly Hall, too, for there many of us can still find our former instructors. But when the literary and scientific societies have provided rooms and appointed hours for receptions, I think that they have done their share, and that no one feels any deficiency if she has not been amused, directed, entertained.

In the few crowded days once in five years that are all most of us can ever

spare to re-visit college, there is far too little time allowed for satisfying talks with our friends, and for walks or trolley trips to our old rendezvous in that rarely beautiful countryside. Truly, it is not the prearranged pleasures of commencement that count for most with us. Let us make the number of them fewer and improve the quality of those that are retained.

Consider the most distinctive alumnae gathering at reunion time, the Alumnae Rally. This is an occasion with great possibilities. There are many talented women among our graduates, and in this meeting lies an opportunity for the display of their gifts. What, for instance, could be more delightful than a production of the charming dramatic poem, "Rose of the Wind," by Anna Branch of the class of 1897? The characters are four in number, the stage-setting and costumes, of the simplest. There would be work necessary, but work for very few people, and the result would be real pleasure to all of us. We could take genuine pride in the performance.

As a rule our classes return only once in five years. Suppose the classes present for their first, fifth, and tenth year reunions should each be made responsible for one half-hour's entertainment at the rally. Members of these classes, or of all the classes, if preferred, might be asked to enter a competition for the best dramatic poem or the best short prose drama. Then when each class had reported, their selections could be submitted to a central committee for final choice of two or three.

Or a poem not dramatic in character might be read by some member of the class, or an original song might be sung. The only requisite need be that whatever is given should have beauty and the note of academic dignity, the true college flavor and not the flavor of the music halls. Crudity is omnipresent in life, fun is, fortunately, widespread. The elements that are rarer, that we miss for long periods, are these very ones of dignity and beauty.

One more suggestion is that we use some adaptation of the pageant form, each class present being responsible for a short scene. In this I should deprecate any tendency to elaborateness, as it is not easy for alumnae committees to get together beforehand, and still harder for them to assemble casts.

There are many expedients for making our Alumnae Rally a thoroughly delightful occasion, full of distinction and originality.

We have enjoyed the old rallies, and reunions in general have proved red-letter times for us. Do we not come from the far east and the far west to be present at them? But the writer has listened to many comments made by members of various classes, and they lead her to believe that the ideas expressed above represent the opinion of a considerable number of Smith College alumnae.

MARY WILLARD KEYES, 1899.

NO NEW THING UNDER THE SUN It had always seemed to me a dis-
covery of my very own, a province of enjoyment which no one entered with me, and I cherished my isolation because I had a suspicion that if I confided the source of my delight to anyone I should meet only perplexed incomprehension, if not actively unsympathetic comments in my peculiar taste in pleasures. So I hugged it to myself for years, and much solitary joy did I derive in lazy hours, and early morning hours, and when the light at night was strong enough for me to see. It is such an easy pleasure to obtain, for every room has a ceiling, and every well-conducted room has a couch, or at least an easy chair, wherein one may lay one's head back and watch the ceiling. For my discovery is the charm of ceilings.

I think I first became a ceiling-gazer in the room I had just before I went away to school, where my bed stood in a little alcove whose walls sloped to-

gether over me in a tent-like shape. To the picturesqueness of the gable which was the exterior of my tent efficiency had been sacrificed; the ridgepole was not entirely watertight, and each winter heavy snows melted through and stained the white calcimine put on each spring.

Considering that the gable remained unchanged and that snow has little variety in its ultimate analysis, which is, I judge, pure wetness, the stains on my ceiling displayed startling originality from season to season. Sometimes they were long and tapering, like the pennons that should have waved on the outside of the tent; sometimes they were faintly subtle and apologetic and retired from view on moonless nights when the electric lights outside were not doing their full duty; one winter they spread viciously into each other until they assumed an overbearing and threatening aspect. That was the winter I had pleurisy; my great-aunt Jane, aged ninety, was visiting us, and in the absence of watchful family climbed two flights of slippery hardwood stairs to see me. So thoroughly had I been impressed with the incompatibility of slippery stairs and unaided aged limbs, that my heart sank when I saw her, and while she wandered around looking at my pictures I had visions of her descending the two flights of hardwood stairs less consecutively than she had ascended them. And when finally she did depart, and I heard her softly shod old feet go thudding safely down step after step, my ceiling had all the malignity of misfortune delayed but still threatening. Aunt Jane lived to be ninety-four so the threats of a ceiling need not be considered seriously.

My freshman ceiling I can't remember, but then, like many freshmen, I spent little time in bed except when there was nothing else to do or my eyes wouldn't stay open. The ceiling of my other three years had cracks, but they were small cracks, and when I took my glasses off, invisible to my near-sighted

eyes. Besides I had a roommate, and I talked instead.

Then for several years at home I had no ceiling. It may seem a contradiction in terms, and the ceiling was there, I admit like the notorious blue sky behind the clouds, only it was red, and hidden from my view by the sheet stretched across the tester of my four-poster, which was hung as my mother remembered it in her young days in her old home, and which in spite of its whiteness was scathingly referred to as "the hearse" by inappreciative classmates who came to visit me and were permitted to sleep behind its dimity curtains.

I am glad I couldn't see that ceiling; I inherited it, and to an unmathematical mind it seemed gruesomely geometrical in its lines. I think I should have lost altogether the habit of my discovery, instead of merely temporarily mislaying it, if I had looked up often at that ceiling.

Then for a year in New York I lived beneath a brand new moire-papered ceiling, and whenever my eye met one of those waves it followed unresistingly along the undulations until it came with a suddenness that hurt to the bright yellow wall paper that met the waves at the angle. There was nothing subtle about that ceiling—you did not watch the waves come and go and rest your tired vision in the perpetual motion that is yet illimitable peace; your tired vision itself was perpetual motion and the effect was unhappy in the extreme.

But my present ceiling is most suggestive of all. To begin with, it is some fourteen feet above me when I lie and gaze at it, and it is decorated. Around the edge, in what I am sure an architect would not call the cornice, are clusters of flowers and leaves like elongated and whitewashed brooches, and on the ceiling proper are three triangles, one equilateral, two isosceles, raised, or rather dropped, from the surface. There is a charming irregularity

about the arrangement, for my room is a narrow one, cut off from what was originally the stately dining-room of a large old house. The partition wall comes to the ceiling, and is so thick that if the people in the next room are not too noisy I can always drown them out by becoming a little active myself, but somehow, over the top of that partition there comes, when my lamp is out and their gas is ablaze, a faint suggestion of light, not enough to show except that it outlines by the slightest perceptible radiance the inner edges of the three triangles. Even to my unmathematical mind a triangle has no terrors, rather many pleasant memories of glows of success when Q. E. D. was what I aimed for; and it has further haunting suggestions of the æsthetics that I know but cannot find resident in the absolute accuracy of pure science. But a triangle at night, that you know is there only because you can see a faint light, like a one-sided mathematical halo, along its inner edges, has many charms. And even in the daytime the last thing one would think of as one looks at my triangles, is "If angle A is to angle B —".

So far, of course, my title does not match my theme, which would seem to be ceiling, but many years of cultivating the English language among generally reluctant but occasionally keenly critical youthful victims have given me dexterity in making things at least *look* as if they fitted. And this is what I really started out to say. Last year I found that no less a person than Mr. Gilbert K. Chesterton had made my discovery, and had taken advantage of his superior size and position to publish a Tremendous Trifle on the subject. Moreover he cleverly and effectively referred to a wife's attitude in the matter, a thing in which it is manifestly impossible for me to rival him. He likewise had more ideas. And only yesterday when I was endeavoring to suggest to a class of matter-of-fact young persons whose imaginations are swamped

in the practical blessings that every well-to-do New York child possesses in these times, some new way of looking at familiar things, a Stevensonian attitude toward their counterpanes or the silk skirts of their female relatives, or the possibility that the pictures on their walls or the rows of shoes in their closets might hint at something beyond being dusted, crooked, or not properly matched—as I was trying thus to achieve a starting point for a theme that would illustrate personality, an imagination, or their utter absence, one hitherto hopeless case announced that the most interesting familiar thing she knew was the ceiling of her room and she intended to write about how it looked as she lay in bed.

So other people have made my discovery—at least I share my habit, equally unexpectedly, with two other ceiling-gazers. And probably now I shall go through life finding that practically everybody not only has ceilings, but looks at them, and the triteness and the truth of the old Psalmist's words are justified again—Verily there is no new thing.

SUSAN SAYRE TITSWORTH, 1897.

Busy is a little
"I AM BUSY" and a dreadful word. Its littleness possesses all the terrors of the mouse for the elephant, and I dread the sound of it, so incisive, so insistent, so inhibitory, and so,—now I have it—so insolent!

"Why can't you go to walk with me, it is such a pretty day!" Already I know from the toss of the head, from the high-browed, intolerant, and flashing look of the eyes, the dreaded answer. Quickly must I follow with all the true and tantalizing reasons why I know a walk is imperative, or forever after hold my peace. But cloaked in virtuous importance comes the reply to guillotine my cause, "I am busy."

It is insolent in its finality. It is irrevocable. It is insolent in its power of

placing an impenetrable and even paradoxically intangible wall of seclusion around its author. It raises a bulwark that withstands every fire of argument. A busy person, so declared, seems surrounded by an isolating fog that leaves the onlooker in the cold, bare spaces outside. It is like being set apart (with malice aforethought) for some holy purpose. Suppose the answer had been "I am industriously inclined," — no armour of defence here, the blandishments of a very child could overthrow such a situation. "I am employed"—futile again—a brief parley and the walk would be a certainty. Perhaps, "I am occupied" spoken sternly and with dignity, greets you. There is weakness here. To be sure it would seem to throw down the glove for a small contest but for sport's sake alone. Such an answer would be fun to override, no matter the measure of dignity in its utterance. Even "I am working" has a dispassionate quality in its assertiveness, it means a tolerant ear for any argument that might be presented and implies a special leaning to what inevitably comes, "All work and no play—etc."

"But, ah, the chill of "I am busy!" The ice around it is visible to the naked eye, but far too thin to skate on. A busy person is alone with its personality. Purposely I say "its personality," for the mere attachment of that bristling word "busy" to the most humble of egos, proclaims the banishment of a distinct personality and the presence of a personal mechanism only that has no trace of sex, no mark of race or previous condition of servitude. Similes abound, metaphors can be mixed, it is all a stew. Bulwarks, walls, clouds, cloaks, any and all enveloping, insulating, separating mediums that defy attack by force, persuasion, or entreaty, all baffling fortifications arise and threaten the trembling world at the utterance of three baleful words, "I am busy."

What actor, skilled in the power of dramatic expression, in tonal quality could say gloomily, dolefully, with the

heart-searching accents of a Hamlet, "I am busy," and convey the prescribed emotion? No imperceptible or imaginable measure of dolor can lurk in the accents of "I am busy." The vaunting cheerfulness, the implied bustle of its tonal quality forbids even the tiniest suggestion of sadness. The knell to glorious plans, the tragic blasting of all happy hopes, the gloom belong to the hearer of these cheery, crackling words, not to the words themselves, not ever to the speaker. Try your prettiest, you cannot be busy and have any shadow of dismal gloom; gloomily busy is an impossible error of mind, busily gloomy is a crime.

A busy person sitting beside Miss Muffet on her tuffet would be an understudy for the spider. All the sins in the decalogue are committed under the protecting veil of busy. It is an insolent, hideous state of being and I bear the word a grudge. Do you ask a busy person, after its declaration of independence, to attend to the most trifling matter? Do you venture to present to a busy person's attention a burning shame or a crying need? Such heretical conduct on your part spells disaster. The greatest wrongs in the world must wait till a busy person unbusies itself. "I am busy," the touch-me-not edict and ultimatum offers a haven of refuge and under its invincible protection you hide. It has become impossible to spend ten minutes in a thoroughfare or amid a throng of people and listen to the snatches of conversation without hearing of nerves and the nervous at least three times during the ten minutes. But alas! "Busy" holds a record transcending that. Was ever cause and effect so closely correlated?

College environment fosters a respect for a restricted and scholastic use of busy. Although a "busy sign" may establish a doubt and shake a confidence in the exact, rightful application of the term to the occupation, all the same it is better than lock and key, for behind the door with the busy sign, unmolested,

inviolate sits Industry, if questionable, still unquestioned.

The busy and their "business-es" infest this earth. Let me narrow the circle to the busy woman, the business-woman, synonyms of course, savoring of deeds done, of feats achieved and still achieving.

The mere mention of "business woman" calls up a visual image with motor and auditory accompaniments too general to be omitted. Haven't you a sketch of the business woman, done in black and white for your mind's eye to feast upon? A womanly figure, simple in its severity, with carefully blackened shoes, bespeaking the perfect lady dealing with affairs, the black plain skirt, the fresh white waist, redolent of the beauty of concerted action at the laundry, perfectly connected belt and skirt, showing accuracy and a care to detail, the flawlessly white stiff collar and tie, the tidy hair, the unadorned hands, a halo of order resting above that shines with a soft radiance, only enhancing the forceful, serious, all responsible expression of the face. She moves with despatch, with a certainty of the end of each motion, with a quietness and calm in keeping with important matters, with a deftness and quickness of touch in harmony with big tasks and the march of time. Not an odor of sanctity, so much as an odor of reliability, of trustworthiness emanates from her every movement and a certain crispness pervades the air she breathes.

Who raises a demurrer to this, your ideal and mine? Let us trust her with the world's work! If women kept out of business, some of the necessary and useful work of the world would be poorly done. A woman can be scrupulously conscientious in the exactitude of detail. The woman who is fitted to observe detail, such as any business connection involves, will undoubtedly find her way to it. She neither heeds nor needs a warning.

The vision of the business woman in

the mind's eye gives such a relish to affairs, such a quick incentive to an acceptance of responsibility, that insidious danger lurks therein, more potent than the picture of the ministering trained nurse. What woman in her youth has not been guilty of a dream and the inward surety of her marvelous effectiveness in the rôle of nurse? The mirror in the mind is treacherous. "Mightily becoming," it says of the nurse's costume, "go forth to conquer the world, the very sight of you will heal the sick." And when I see myself the trimly clad business woman, the faithless mirror shouts, "Advance in your majesty, make every path straight! You alone can bring order out of chaos."

Hard, stern, relentless facts await the nurse and surround the business woman. No fetching, appealing costume can gloss over the wearying round of details, the plodding attention to multitudinous and petty demands, the unmerciful duty to be done whatever the circumstances. The crisp and beckoning woman in black and white may become a limp and crumpled reality when the day's work is done. Beware of a reputation for executive ability, of prompt attendance to duty, of "a head for figures" and a sense of responsibility! To you the vision of the business woman in action, with all the paraphernalia of system is perilously alluring. Do you know the expenditure in time and patience? No person alive can tell you the cost of your undertaking, unless you can make the previous incumbent in office talk in her sleep. Only a real experience in an office can promise a just estimate and understanding of the necessary evils.

Recording, filing, and correspondence are three large items vitally prominent in any business enterprise. To the spectator there appears a multiplicity of records, a mania for filing, a fever to register a fact in as many different ways as the brain can devise. Frail and traitorous memories need many pen and ink

sketches to vouch for every happening. It is the fancy-work of business.

For instance, it seems a simple matter, that of subscribing to the QUARTERLY, so simple in fact, that it is long delayed. Time has its own swift airship and perhaps two post-card notices and a number of the QUARTERLY itself have been reminders of this neglected action. After some forwarding, for it seems difficult to look up the correct address on the subscription blank, the subscription finds its way to the proper quarter. Then what happens? If currency is sent, a receipt must be returned and three records of the subscription arrival must be made, chronologically, alphabetically, "classy," durationaly, and alphabetically-geographically. According to the number of subscribers to the QUARTERLY, the amount of time consumed in this one necessary and individual performance would cover three weeks of labor, working six days a week and eight hours a day. This is a conservative estimate of the most mechanical and petty detail of what would be considerd in the real live business world, "a very little thing." Such a dry, monotonous task that has to be religiously done on the instant of its appearance is a chain on the freedom of the will, a blight to the imagination. Red tape necessities like this can corrode a good disposition, blot the perspective that makes life stretch on in pleasant vistas, gnaw at the soul, squeeze and pinch until they extract the very essence from the day. To the woman who has a love for fussy duties, it is a pleasure to keep files in order, records of accurate nicety. No meed of praise is half so satisfying to her as the inner consciousness of having to do things on time and seeing things get done. The constant detail in any well-ordered business must be faced to be realized. It can be a vampire, it may be a solace as enveloping as the glow of a summer day.

Listen, ye who make more business for the busy, your hands need wash-

ing many times to free them from their guilty stains! What has become of your renewed subscription to this, your magazine? Why did you not heed directions and endorse your check properly? Why demand the rewards of the prompt in your error of procrastination and expect magazines kept in cold storage, waiting for your delayed subscription? Why do you expect your magazine when you have changed your address without notification? These questions and even worse you must face.

To one beset with such worrying cares, "I am busy" seems the ready answer, the justifiable explanation for anything. I look forward to the day when restrictions are laid upon the world and the business woman only can be blessed by the utterance of the magic word "busy" and enjoy the barrier it raises, the distinguished protection it offers.

RUTH HAWTHORNE FRENCH, 1902.

If advancing
ON THE years and corre-
POETRY OF spondingly increas-
YOUNG ing experience can
WOMEN AS A be expected to teach
CLASS us to any extent, it
might be supposed

that one of their first lessons would be the practical impossibility of foreseeing anything whatever in this Vale of Tears, under any circumstances, at any time! And yet we go on placidly with our theories. . . .

For thirty years now I have continued to form definite expectations of Life and Art, and today I bump my nose against the surprising reversals of all my ideas with the same startled shock—it appears that Life and Art and I are forever doomed to be unequally yoked together! And all this means that I am (as usual) surprised at the contents of the book of "Smith College Verse."

It is twelve years, now, since I myself wrote college verse, and it is literally true that during those twelve years I have

seen none of it. Quite naturally I forgot what it was like, and approached this collection with absolute freshness of mind, utter lack of prejudice, and a real curiosity. Far be it, however, from the student of Life and Art to approach any such product without the perennial assumption that she has a reasonably good idea of what it will be! And this was my idea:—

We have here the cream (presumably) of the imaginative capacity of many hundreds of young women. And the college girl is far more justifiably to be called a young woman than her college brother is to be called a young man, remember. A woman at twenty-one is not, commonly, greatly different from what she will be at thirty-one. Her emotionalism is relatively mature, her outlook on life more closely in line with what it will be ten years hence. The cat and the kitten (for some reason incurably feminine, as one thinks of them!) are less distinguishable than the puppy and the hound.

It is incredible that to the unusually thoughtful and emotional young woman (and I suppose this union of qualities to describe the constructively poetic) the great experience of love between the sexes and the great mystery of maternity, the essential *raison d'être* of her being, should not appeal tremendously and cry for imaginative expression. Moreover, she is perfectly aware that these form the material for two-thirds of the poetry of the world. Further, anyone who has been privileged to observe this young woman's treatment of the course of study known as Philosophy, will realize perfectly that she is not in the least deterred by intellectual modesty from grappling with the basic conceptions of the universe: far from it. We may look, therefore, for an interesting and varied—if undeveloped and tentative—treatment of these two great trends of woman's emotional life.

We may look—but we shall not find it. In all these pages I have not fallen on one hint of interest or curiosity in

the great crisis of maternity, one attempt to foreshadow the essential core of the passion of love.

On page 134 of this volume, in the verses by Dorothy Donnell called "The Little Boy that Grew," we find, it is true, a good sample of perfectly respectable Eugene Fieldism, such as might be evolved from the imagination of any sentimental bachelor; the stage properties are all there and the scene is set with a treatment quite equal to the demands of the subject—but is this perfunctory and familiar sort of lyric the measure of the college girl's capacity for motherhood? Is this really a first-hand emotion?

THE LITTLE BOY THAT GREW.

I am proud of the picture you sent me, to-day,
You boy with the frank blue eyes,
I have smiled over it in a mother's way,
And cried a bit, motherwise.
I have placed it here on my writing-desk
By my baby picture of you,
The boy that would grow up to a man
And the Little Boy that Grew.

You are so strong, dear grown-up boy,
And you've done great things, I'm told;
But the little boy was mine—all mine—
To cuddle and kiss and scold!
Yes, I am proud of your picture, dear,
But somehow I'm hungry, too,
For the sight of the little boy you were—
The Little Boy that Grew.

I remember the place where you used to play
Under the pines on the hill,
And your battered drum and your broken horse
I am treasuring safely still.
And your little worn-out baby toys—
You would smile, I think, if you knew
How many times I have kissed them all,
O, Little Boy that Grew!

Your swing still hangs in the attic,
And sometimes I fancy I hear
The patter and thud of your little feet
And the sound of your laughter clear.
And sometimes at dusk in my lonely Land
I find myself rocking you,
And singing a good-night sleepy song
To my Little Boy that Grew.

In passing to the college girl's treatment of passionate love, or more properly speaking, her idea of it, which is none the less interesting and legitimate because it may be imaginary, it is practically impossible to find a really fair example. This, because she invariably writes in the person and from the point of view of a man, which has only been successful in the case of women of

large experience, and then but rarely; and furthermore, because even in taking this attitude the best of the work has evidently been planned and executed largely from the point of view of the verse forms employed,—as on page 76 in "Songs of My Lady," by Ruth Parsons Milne. These are as well done as need be, from any point of view, collegiate or otherwise, but they are frankly exercises in technique.

SONGS OF MY LADY.

Beside her grave stood Love and I. We wept; Love, that he loved her, I, that she was dead. Till, weary, grown of weeping, Cupid said, "Come, let's away. It is as if she slept." I shook my head. "Thou'rt fickle, Love," said I.

"She sleeps forever. Prithee, Cupid go. I fain would stay here, quiet, with my woe And, if I might, I fain would near her die." "Nay, nay," quoth Love, "Clarissa lives no more. Come, find another. Be she half as fair She'll please." Said I, "Dost think that I could care For any other, with a heart so sore?" "Oh, say you so!" said Love. "Then I'll away." So by her grave alone I mourn to-day.

Only in the poem by Laurel Louisa Fletcher, page 51, "Love Me With All Thy Tears" (a line of which any poet might be proud) do I find something of what I expected in taking up this collection, and this is characterized by the curious and undeviating persistence with which loss, parting, tragedy and regret are made the inevitable accompaniment of any emotion worthy of treatment.

LOVE ME WITH ALL THY TEARS.

Love me with all thy tears. To those who know No favor deeper than thy smile, to them Give what thou wilt of smiling words. I ask A dearer thing. It is that thou make mine Thy hours of pain. Do thou to me unmask The agonies that love accounts divine.

Love me with all thy tears. There can no joy In this strange world make up one-half the sum That sorrow doth towards rare companionship. The grief-choked vows—unuttered, nearest lie To love's own shrine,—nor holds the lip In song one-half it breathes into a sigh.

Of the form of lyric in which the college girl is on the whole most successful—that is to say, in which the truth and poignancy of the emotions are most adequately represented by the technique—a good example by Clara Locke

Thompson will be found on page 53. Naturally, it is called a "Separation." It is quite sexless, but in spite of its being keyed so low, quite sincere, I think; it has a lilt of its own and would go well to music: Chadwick or Nevin could have made a charming song from it.

SEPARATION.

Across the grass the golden sunbeams file,
The crimson clouds are dying in the skies,
The trees are veiled in twilight from my eyes;
'T was but my fancy that I saw thee smile.

Far o'er the hills the purple shadows fall,
The apple-blossoms flutter to the ground;
Within this lonely place there is no sound.
'T was only in my heart I heard thee call.

In considering two-thirds of the material of which the world's poetry is made up, we give, of course, the remaining third to poetry dealing with Nature. It seems to me hardly necessary to discuss the point that as a sex woman is less open to the influences of Nature than man. Even if I were not convinced of this, in general, my experience with the college girl would have convinced me of it, in particular. People and Things interest her, and properly, far more. Nature, as such, is not the problem or the passion of youth. This the girl exhibits every day of her life in her conversation and habits—and yet she fills her verse with descriptions and discussions of this Nature! The result is, necessarily, a certain unreality, a failure to convince, and, as in "A Spring Fancy" by Gertrude Roberts, on page 30, a type of much college verse, a sense of emptiness and lack of excuse for being.

In the curiously characteristic verses by Rita Creighton Smith, "Sympathy," on page 47, we get the very type of this desire to "rest" before labor has begun, to "purify" what life has not soiled, to "close the eyes" that have literally not yet opened, so inseparable from youth, and particularly, it would seem, from female youth. Why is this? It is not a pose; it is earnest. But its psychology is certainly more interesting than its poetry.

SYMPATHY.

Earth, my Mother, let me draw anear thee:
Let me lean a moment on thy heart.
For a moment let me see thee, hear thee,
Know thee, as thou art.

I am fretful, stoop and lull me, dearest,
To a larger quiet on thy breast:
Thou art pledged that thou, to all thou bearest,
Givest some day rest.

Some day thou will still my heart's fierce beating
To a surer unison with thine.
This shall be, I know, but why the waiting
Till death give the sign?

One last type is to be noted, rarer than the others by just so much as what is loosely but comprehensibly called "Art for Art's Sake" is rarer among women than men. The class of verse of which "Heart of My Song," by Anna Hempstead Branch, page 25, is an example, is more widely represented, in its feeling for the beautiful phrase, the mystic word, its evidence of long reading of the modern poets, in the best of the men's college verse than in such collections as this. If the ideas in these verses equalled their phraseology, they would be very remarkable. They are very beautiful, as it is, but they are badly handicapped by the unfortunate fact that one doesn't know at all what they are about, and after all, one wants to know that. Now I am convinced that the young woman who wrote these musical stanzas *did* know: they are not a mere tinkle. They meant something to her. But what? They are a cross between "The Blessed Damozel" and Kipling's "True Romance," and some of the lines are as lovely as almost any lines in either poem. But I know what Kipling meant, and I know what Rossetti meant, and I don't know what this means, and I don't believe that you who read it know.

HEART OF MY SONG.

Heart of my song—if mine own heart
Lies barren for its pain,
And all my thoughts shall beat apart
Over an empty plain,
Thy thoughts like singing birds shall fly
Athwart my falling rain.

I feel no splendor and no might
That gives not thee the praise—
Thy lordly blood has set mine own
Into more stately ways.
Thy centuries blow from out mine eyes
The thick dust of the days.

Thy thoughts are in my thoughts as sound
 As in the rain, and so
 Thy memories are all around,
 Whether I will or no.
 I have a dream of dawns that broke
 Hundreds of years ago.

I have before I yet was born
 A thought of those vague years.
 Thou who didst breathe in God's first morn,
 Who beat in God's first spheres,
 Art in my dreams of early light,
 And in my heart for tears.

However, with all its vagueness, this poem and the two others that represent the author are with very few exceptions the best poems in the book: one of them, "The Piper's Morrow," on page 60, might compete with a very good chance for the honor of being called the best one. This poem, written while I was myself a college poet, I considered at that time a very beautiful piece of work, the high-water mark of its author; after twelve years I can see no reason for modifying this judgment.

THE PIPER'S MORROW.

Up and down and here and there
 Went the piper playing,
 All he knew to tune his air
 And keep the flocks from straying.
 "Piper cease," and "Piper cease."
 Quoth the folk with sorrow,
 "Labor now and get thee peace
 And plenty for the morrow."

Homeward came the laborers strong,
 Heavy harvests bringing,
 Up and down and all along
 Strayed the piper singing.
 Off the good dame from the door
 Watched him thence with sorrow,
 But he only sang the more
 And minded not the morrow.

Slow the laborers from the plain
 Bring their fruits delaying,
 And the good dame waits in vain
 For an idler's playing.
 Flocks are wandering on the hill,
 Timid with their sorrow,
 And the piper, smiling still
 Has gone to meet his morrow.

Now why is it that Miss Branch's work is given only three selections, while Miss Batterson, for instance, no one of whose verses rises at all above the level of the average, is represented by five examples? If Miss Thomson could write a pair of stanzas as musical as "Separation," quoted above, it is difficult to believe that she wrote no others: where are they?

The two charming poems allotted to Miss Fletcher, "Love Me With All Thy Tears," quoted above, and "The Fields of Sleep," page 59, almost equally worthy of quotation, cannot be her only efforts in that direction, and a little keener *flair* on the editors' parts would surely have found another of hers to take the place of one of Miss Lasky's four, none of which is in the least remarkable.

Ethel Wallace Hawkins' two poems, "Marblehead," page 106 and "The Shadow of the End," page 38, are so much better than the great average of the verses, that poetic hunger, *per se*, would have been much more gratified by another from the same hand than by many of the single examples of unnoticeable versifiers.

And these criticisms taken at random, point to the almost invariable weakness of such selections: the desire to see many names represented, to "give every one a chance," rather than to present the best verse to the credit of the college in question. This inherent democracy, this almost fierce socialism, is one of the finest influences in college life, but unfortunately it does not make for art products, as such, and a poem is an art product. It is no disgrace to any institution to have failed to produce seventy-two poets in twelve years: but it is a pity that an institution capable of offering the remarkably good work of half-a-dozen, supported by the very good work of a dozen more, filled out with the eminently readable work of yet a dozen more, should render its final showing more or less banal in the effort to count seventy-two! It is probable that the list of authors in this little book speaks more highly for the compilers' hearts than for their heads; and, perhaps, to an audience necessarily composed of alumnae, this multiplication of authors is more than justified, in the event. But for the unprejudiced critic, to whom no questions of policy can matter, it must remain a mild regret that

so many really lovely stanzas should be out-valued and lost sight of, inevitably, among their less fortunate companions.

And so I come, unexpectedly but inevitably, to this conclusion, a rough generalization, of course, and subject to all the corrections and exceptions that must accompany all such rough generalizations. When young women write poetry, they deliberately avoid the main issues of their natural poetic material; if they avoid it from modesty, then they should avoid poetry, which has nothing to do with modesty; if from lack of experience, then they have no imagination, which is absolutely necessary to poetry. When they succeed in matching the adequate expression to the idea, the idea is more or less perfunctory. When they attack a fundamental idea, they fail to express it adequately. When they

express it with marked beauty and ease, it becomes a clear *tour de force*, as in "Songs of My Lady," or a spineless melody, as in "Heart of My Song."

And it suddenly occurs to me that with few exceptions, this rough generalization is true of the poetry of the sex as a whole, and that these girlish efforts but exhibit it, in little. To touch the poignant simplicities of our actual stuff of life, as we know it, with the deathless felicity of the one inevitable word, is rarely, rarely, given to our sex, which must live its poems, so that we are most artists when we are least conscious of our art! Not one of these young poets but was more poetic than her poem—and I grow daily more certain that this was and is the unalterable intention of the Great Publisher.

JOSEPHINE DASKAM BACON, 1898.

NORTHAMPTON NEWS

THE WINTER TERM

New Name for the Auditorium

Among the trustees who appeared on the platform at chapel Feb. 18, the morning after the trustee meeting, was Dr. John M. Greene, the senior trustee and former advisor of Sophia Smith. President Burton paid tribute to Dr. Greene's invaluable services to Smith and read portions of the famous letter in which he advised Miss Smith to found a college for young women. He then announced that the trustees after much deliberation had voted that the new auditorium should be called in the future the John M. Greene Hall.

Rally Day

The formal exercises in commemoration of Washington's Birthday were held in the John M. Greene Hall in the morning. The seniors and juniors, marching in procession, filled the center

sections of the floor and the first and second classes occupied the balcony. The students were in white with ribbons and garlands of the various class colors. For the first time the college was able to extend a cordial invitation to the public and the side sections of the floor and balcony were well filled with alumnae and townspeople.

Mr. Robert Luce, of Boston, recently a member of the state legislature, was the orator of the day. He delivered an address on the relation of Washington's farewell message to modern political problems.

The Commemoration Ode was written by Mary Koues 1912, of Elizabeth, N. J.

During the program a trio and chorus from *Judas Maccabæus* was sung by Miss Mary Williams, of the faculty, Mrs. May Sleeper Ruggles (sister of Professor Sleeper), and Miss Ilma

Schadee, of Northampton, assisted by the college choir. Mrs. Ruggles also sang Mattei's *Patria* and the verses to the *Star Spangled Banner*.

The usual rally in the gymnasium followed the morning exercises, with the program of class singing somewhat shortened now that only a portion of the students are admitted owing to lack of space. The preliminary freshman-sophomore basketball game was played in the afternoon.

Junior Frolic

A miniature Coney Island was the plan for the Junior Frolic held in the Gymnasium Feb. 18. Booths were arranged under the running-track for a trained dog exhibit, restaurants, an aeroplane show, "Shoot the Chutes," a beach (made of mattresses), and a sightseeing automobile. In the center was a merry-go-round of basketball team chariots, pushed by hand around a human calliope. Groups of juniors from six of the campus houses gave short entertainments on the stage: a pantomime with songs representing moving pictures, a burlesque on the hanging scene from *The Girl of the Golden West*, a baby incubator scene, a trip to the moon, Smith's Inferno, peopled with Conditions, Demerits, Social Regulations, Angell's Psychology, and the Ten O'clock Rule, and a scene in the Lost and Found Room. The preparation of the costumes was limited to a few hours, but ingenuity accomplished wonders in the way of hobble skirts, firemen's uniforms, bathing suits for all ages, and the veritable sea serpent himself.

Vesper Services

The speakers at the Sunday Vesper Services have been the following: Rev. George Harris, D.D., LL.D., President of Amherst College, Rev. Rockwell H. Potter, of Hartford, Conn., President Rush Rhees, of Rochester University, Rev. Robert Elliot Brown, of New Haven, Conn., and Robert E. Speer, LL.D., of New York. The Vesper service of Jan. 22 was held in memory of

Walter David Depue Hadzsits, late associate professor of Latin. The address was delivered by Professor Mensel, of the faculty.

Miscellaneous Items

Over forty students with several members of the faculty attended the mass meeting of the Woman's Foreign Missionary Jubilee in Springfield March 6.

Elsie Frederickson 1912 and Emily Coye 1912 were the Smith delegates to the quarterly meeting of the Executive Board of the National Consumers' League in New York Jan. 20. Elsie Frederickson is president of the Smith branch of the League.

The seniors—in alphabetical divisions—were invited to attend the Saturday Faculty teas in Seelye Hall during March.

The Tarbell portrait of President Seelye has been sent to the International Art Exhibit at Rome to be shown there this summer by Mr. Tarbell.

Lectures

Jan. 11. Dr. Esther Boise Van Deman, Research Associate of the Carnegie Institution, resident in Rome. Subject: "The Larger Rome," illustrated by unusually fine lantern slides, some never before exhibited in America. Dr. Van Deman received with Mrs. Burton at her Wednesday afternoon tea.

Jan. 13. Dr. Max Friedländer, Professor of the History of Music at the University of Berlin, at present Exchange Professor at Harvard. Subject: "Das deutsche Volkslied." Dr. Friedländer began his career as an oratorio singer, and he illustrated his lecture by singing stanzas of the songs mentioned. Those who attended the Inauguration will remember his excellent "maiden speech in English."

Jan. 14. George W. Kirchwey, Professor in the Columbia University Law School. Subject: "Law and Social Justice." The lecture was intended especially for the students of economy and sociology.

Jan. 16. Mary L. Ellis 1909, before the Mathematical Club. Subject: "The Insurance Business."

Feb. 1. Dr. R. G. Aitkin of Lick Observatory. Subject: "The Binary Star Systems."

Feb. 5. Dr. W. H. van Allen of Boston, before the Christian Association meeting.

Feb. 20. Ida Barney 1908, before the Mathematical Club. Subject: "Elliptic Integrals."

Feb. 28. Mary Gove Smith 1902, of the Circolo Italiano-Americano of Boston, before the open meeting of the Italian Club. Subject: "Italy Transplanted."

Mar. 1. Miss Sara E. Parsons, Superintendent of Nurses of the Massachusetts General Hospital. Subject: "Lines of Service for College Women Through Trained Nursing."

Count Albert Apponyi, recently Hungarian Minister of Public Instruction and for forty years leader of the opposition party in Hungary. Subject: "The Difficulties of Peace Organizations."

Mar. 7. Professor Leonard D. McWhoof of Madison, N. J., formerly of Columbia and Vassar. Subject: "The Purpose of Music."

Mar. 7. Professor Charles Upson Clark of Yale, under the auspices of the Spanish Club. Subject: "Castile and Leon," illustrated by lantern slides.

Two series of six lectures each have been open to members of the faculty and students in the advanced courses of the department of Philosophy, the first series by Professor John Dewey of Columbia, on "The Psychology and Ethics of the Self," the second by Professor Josiah Royce of Harvard, on "The Nature, Use, and Accessibility of Absolute Truth." Professor Royce delivered a similar series at the college last year on "The Philosophy of Life."

Dramatics

Der deutsche Verein at a "dramatischer Abend" February 25 presented three plays in illustration of the progress of

German drama: *Der fahrende Schueler im Paradies*, by Hans Sachs, *Der Nachtwaechter*, by Theodor Koerner, and *Als Verlobte empfehlen sich*, by Ernst Wichert. The first was written at the beginning of the 16th century, the second about 1800, and the third at the end of the 19th century. The officers of the club for the second semester are: President, Josephine Dormitzer 1911, Vice-president, Helen Miller 1911, Secretary, Lucy Robbins 1911, Treasurer, Clara Murphy 1913.

Sock and Buskin, or Dramatics Division B, gave Pinero's play, *The Amazons*, on March 11.

Under the auspices of the Voice Club Mr. Henry J. Hadfield gave a Kipling recital in appropriate costumes in Assembly Hall, March 2. Mr. Hadfield has been an actor in Shakespearean and modern roles on the American and British stage and is now dramatic coach at Princeton University.

A presentation in English of the *Rudens* of Plautus was given on February 4 by the class in Roman Comedy under the direction of members of the department of Latin.

Concerts

The fourth concert of the college series was given by Mme. Johanna Gadski, accompanied by Mr. Edwin Schneider, on January 18.

The fifth concert was a violin and piano program by Mr. and Mrs. David Mannes. Professor Sleeper played the organ part to Saint-Saens' Prelude to the Deluge, and by request Bach's Air for the G String for violin and organ was repeated from the program of the year before.

The Boston Festival Orchestra, under the direction of Emil Mollenhauer, will give the last concert of the series in May.

An additional concert open to the college and the townspeople, was the piano recital of Ferruccio Busoni on February 15.

During midyears Professor Sleeper

and Mr. Moog alternated in giving short organ recitals every afternoon at a quarter past five. The attendance averaged about three hundred.

The program of the Clef Club meeting on January 16 consisted of original compositions by the following newly elected members: Eugenie Fink 1912, Irene Curtis 1912, Margaret Bingham 1912, Lilian Jackson 1913, Marian Drury 1913, and Carol Rix 1912.

At the meeting on March 2 Professor Sleeper gave a talk on Oliver Shaw, assisted by Hazel Gleason 1911 and Paula Haire 1911. The following members contributed original compositions: Myra Breckenridge 1911, Edith Lobdell 1911, Louise West 1911, and Paula Haire 1911.

A recital of songs by Mary Turner Salter was given on March 1 by Miss Margaret Whitney, soprano, with the composer at the piano.

The College Orchestra

The Smith College Symphony Orchestra gave its sixth annual concert in the John M. Greene Hall Wednesday evening March 8. There are thirty-three first and second violins in the orchestra, three violas, two cellos, two flutes, and timpani. The wind instrument parts were played by Professor Sleeper on the organ. Bertha Bodine 1910, secretary of the department of music, is the accompanist. At this concert the orchestra was assisted by Miss Eldridge, cello, and Mr. Kidder, bass.

Portraits of President Seelye

Mr. Henry Salem Hubbell has painted two portraits of President Seelye. In the first he is seated in his study, in a business suit, with a letter in his hand and a background of manuscript and books, just as he used to be found in the room on the second floor of College Hall. This portrait has been on exhibition in various cities in the United States, and is now in the Hillyer Art Gallery. It has been presented to the college by Gertrude Gane 1894 and Marjory Gane 1901, and during the Easter

vacation it will be hung in the Seelye Reading Room in the Library, where special paneling and lighting is being arranged for it.

In order to study President Seelye thoroughly Mr. Hubbell spent two months in Northampton during the winter. His interest was aroused to paint a second portrait in a standing position, in the academic robes of his office. The background suggests the arched paneling of the platform in the old chapel. This portrait is Mr. Hubbell's possession, and is now on exhibition in the Paris salon.

To quote the *Springfield Republican*: "Of both it may be said that Mr. Hubbell has succeeded admirably in characterizing his subject and in placing him in his natural surroundings. . . . All of the President's friends have reason to be grateful to the interest in his sitter and the devotion to the problem before him which forced Mr. Hubbell to paint two portraits, not content without giving us both sides of the man whom his college so loves and respects."

The Week of Prayer

The Week of Prayer services were opened by President Seelye on Monday afternoon Feb. 6. The program of the week's services follows: Feb. 7, Dr. Glenn Atkins, of Providence, R. I.; Feb. 8, Mary Van Kleeck 1904, a joint meeting of the College Settlements' Association and the Consumers' League; Feb. 9, Dr. W. H. S. Demarest, of New Brunswick, N. J., President of Rutgers College; Feb. 10, Wilbert C. Smith, of New York, acting candidate-secretary of the Student Volunteer Movement; Feb. 11, President Burton, answers to questions. The special Vesper service of prayer for colleges on Feb. 12 was led by Rev. Harry P. Dewey D.D. of Minneapolis.

News from the Departments

Objects illustrative of the evolution and early history of Man are on exhibition in the third floor corridor of Lilly Hall. These exhibits, while primarily arranged to illustrate Course 3 in Zool-

ogy, are of a nature to interest the general public, and are open to all. Exhibit I consisted of stuffed specimens, casts, skeletons, and other preparations of man's nearest animal relatives. Exhibit II consisted mainly of models of the crania and other bones of the early men and man-like forms that preceded the advent of the present species. These were cast from the original bones, and include the essential parts of the Neanderthal Skeleton, the two skeletons from the grotto of Spy, and the man-ape from Java. They were accompanied by the corresponding bones of the recent species, for purpose of comparison. Exhibit III contained prehistoric weapons, bones, ornaments, and domestic utensils belonging to the Eolithic, Palæolithic, and Neolithic ages. Most of the objects are genuine, a few are facsimiles.

The order of the first year course in mathematics has been changed so that trigonometry precedes algebra.

For the first time an examination will be given in Mathematics 2 (spherical trigonometry, analytic geometry, and calculus).

An original etching by Rembrandt of the Crucifixion (generally known as *The Three Crosses*) has been loaned to the Department of Art. It has been on exhibition in the Photograph Corridor in the Art Gallery.

An exhibit of spring flowering bulbs and shrubs by the class in horticulture was held in the Lyman Plant House in February.

The junior class has voted to use the Furness Shakespeare Prize (a sum of \$50) for a lecture on Shakespeare's Use of Prose, instead of offering it as an award for an essay on Shakespeare.

Faculty Notes

President Burton on January 9 assisted at the ordination of Marian Hastings Jones 1897 as pastor of the Congregational Church of Staffordville, Conn.

He preached a sermon in the Central

Church, Newbury Street, Boston, January 15; in the First Congregational Church of Montclair, N. J., February 19; on February 23 at Hatfield, Mass., at the installation of Mr. Flint as pastor of the Congregational Church; and on March 12 at the Old South Church of Boston.

He attended a reception given by the Smith Club of Philadelphia January 26, and addressed the Smith Club of Providence March 10.

January 30 he addressed the Middlesex Women's Club of Lowell and the Teachers' Association of Salem, on February 9 the School Committee and leading educators of Holyoke, on February 13 the Lincoln Association of Jersey City, and on February 14 the Jersey City High School.

Miss Jordan addressed the two debating societies of the junior and senior classes at Mt. Holyoke College January 14 on "Some Overlooked Fallacies of the Present Time."

Professor Gardiner attended in New York January 21 the dinner given to the American and Canadian editors of the Encyclopedia Britannica, the fifth and last of a series of dinners to the 1500 contributors to this work, the others having been held in London. Professor Gardiner wrote the article on Jonathan Edwards.

A paper by Professor Gardiner on "The Theory of Pleasure" appears in the volume of essays on "Modern Theology and Related Subjects" published by Scribners in honor of Professor Charles Augustus Briggs D.D., D.Litt., of Union Theological Seminary. The essays were written by colleagues and former pupils of Dr. Briggs and were presented to him on the occasion of his 70th birthday on January 15.

At a meeting of the Connecticut Valley Congregational Club held in the Second Church, Holyoke, January 24, Professor Grant gave an address on "Peasant Life in Palestine." The address was illustrated by Professor Grant's own slides made during his long residence in the Holy Land.

Professor Wood spoke at the Mt. Holyoke chapel service on February 4. On February 15 he attended the annual meeting of the Religious Education Association in Providence, R. I., and read a paper on "The Religious Training of Parents." His new book on Adult Bible Study is now in press. The book is in a series and is edited by Professor Kent of Yale.

Professor Bassett's new book, "The Life of Andrew Jackson" is announced for publication in May by Doubleday, Page & Co. On February 28 Professor Bassett held the first of the weekly meetings he has begun for the study and discussion of current events in American politics. The meetings are open to the members of his classes in American history and the attendance is optional.

Professor Kimball lectured before the joint meeting of the Sons and Daughters of the Revolution on February 13 on "The First American Revolution and The First American Tory." Professor Kimball is publishing a new book, "The Public Career of Joseph Dudley, a Study in Stuart Colonial Policy in New England."

Miss Heine gave a lecture in Cosmian Hall, Florence, on February 19, on "The Hypotheses Concerning the Formation of the Earth."

On February 24 Professor Waterman attended the annual meeting of the chief examiners of the College Entrance Examination Board at Columbia University.

Dr. J. C. Hildt gave an address on James Anthony Froude before the February meeting of the History Club at Mt. Holyoke College.

Mlle. Berthe Vincens left Northampton March 7 for France, to remain in Europe until August. Her courses are being conducted by other members of the department.

Miss Adelaide Crapsey is taking the place in the English Department left vacant by Miss Tetlow's absence on account of illness. Miss Crapsey graduated at Vassar where she made a special

study of poetics. For the past year she has been studying abroad, chiefly in the British Museum, giving particular attention to Milton's forms of verse.

Two photographs of the front and back of a Robert Burns holograph sheet have been presented by Professor H. M. Tyler to the Robert Burns Edinburgh collection. The original holograph sheet has been in the possession of Professor Tyler's family for many years. This presentation is acknowledged by Mr. David Barnett in an article entitled "A Burns Holograph" published in the February number of the *Border Magazine*, a monthly devoted to border biography, history, literature, and folklore, published in Galashiels, Scotland.

Athletics

The junior-senior basketball game for the second time was held on the Wednesday before Rally Day, because of the strict fire regulations which admit only a thousand spectators in the gymnasium at one time. The game was won by the seniors with a score of 30 to 8.

During the halves Miss Berenson announced the names of the players on the "college" team as follows:

HOMES

Adine Williams 1911, Northampton.
Marjorie Browning 1911, Orange,
N. J.

Isabel Dwight 1912, Evanston, Ill.

CENTERS

Susan Phelps 1912, Kenilworth, Ill.
Winifred Notman 1911, Brooklyn,
N. Y.

Inez Tiedeman 1913, Savannah, Ga.

GUARDS

Anna Rochester 1911, Buffalo, N. Y.
Marion Hequembourg 1911, Schenectady, N. Y.

Ruth Paine 1912, Boston.

This team was chosen not to represent the college in any intercollegiate games, but as an honor team to encourage excellence not only in physical prowess but in the moral qualities of self control, unselfishness, loyalty, and obedience for which the Department of Physical Training is constantly striving.

The committee who selected the team was composed of Miss Berenson and Miss Eisenbrey of the faculty, the captains of the three upper class teams, the chairman of basketball, and the president of the Gymnasium and Field Association. The team is to be re-chosen each year, but a girl once selected has always the privilege of wearing a white "S" on her sweater.

Members of the sophomore, junior, and senior teams were considered as candidates for the college team. Their position on the class teams witnessed to their academic standing, for a condition or more than three hours of low grade work debars a girl from playing on any team. The other qualifications, with the proportion of the 20 points counting toward election, are: individual playing 5, team playing 5, poise and carriage 4, discipline (promptness in practice, readiness to obey training rules, etc.) 2, the right attitude toward athletics 2, and neatness of appearance 2.

The freshman basketball team was chosen on February 15 as follows:

HOMES

Rosamond Holmes, Orange, N. J.
Elizabeth McMillan, New York (captain).

Harriet Prutsman, Danville, Ill.

CENTERS

Esther Harney, Lynn, Mass.
Isabel Hudnut, Terre Haute, Ind.
Eleanor Edson, Lynn, Mass.

GUARDS

Helen Wyman, Wellesley Hills, Mass.
Mildred Edgerton, Concord, Mass.
Helen Ellis, Canastota, N. Y.

The preliminary freshman-sophomore game was played on Washington's Birthday and was won by the sophomores with a score of 41 to 2. This was the first time the entire freshman team had played together.

Alpha and Phi Kappa Psi

The Alpha and Phi Kappa Psi Societies have been holding their usual regular meetings once every three weeks in the Students' Building. For the last few years the meetings have been held on the

same night, that there might be less interference with the college functions arranged for Saturday evenings.

The social programs of the two societies, open to members and a limited number of guests, have included critical papers on various dramatists and the performance of plays written by the author under discussion. In Alpha have been given the following papers and plays: William Yeats, and *The Land of Heart's Desire*; Clyde Fitch, and *Her Own Way*; Oscar Wilde, and *The Importance of Being Earnest*; Mrs. Josephine Preston Peabody Marks, and *The Piper*; Arthur Henry James, and *Michael's Lost Angel*.

The list of papers and plays in Phi Kappa includes the following: Life and Works of Oscar Wilde, and *The Importance of Being Earnest*; The Literary Movement in Ireland, Mr. Synge and His Work, and *The Playboy of the Western World*; Modern German Drama, Herman Sudermann, and *The Faraway Princess*; Ibsen's Attitude Toward Life, and *Little Eyolf*; Popularity of Bernard Shaw, The Twentieth Century Stage, and *Captain Brassbound's Conversion*.

The Alpha officers for the second semester are: President, Margaret Townsend 1911, Vice-president, Carolyn Sheldon 1912, Secretary, Lucy Robbins 1912, Treasurer, Sarah Cheney 1913, Editor, Margaret Cook 1911. For Phi Kappa the officers are: President, Anna Rochester 1911, Vice-president, Rachel McKnight 1912, Secretary, Helen Hancock 1912, Treasurer, Katharine Richards 1913, Editor, Edna Hilburn 1911.

Vocational Conference

Under the auspices of the S. C. A. C. W. a vocational conference was held at the college March 4 and 5, with the purpose of giving the students, and especially the seniors, an opportunity to know something about the variety and extent of vocations other than teaching open to them after graduation. The lectures all contained practical informa-

tion as to the openings in various localities, the salaries offered, and the talents and training necessary. A similar conference was held at Wellesley last year, but there the scope was confined to secretarial work.

The meetings were opened at four o'clock on March 4 by Helen Earle 1911, President of the S. C. A. C. W. Miss Louise Brooks, of the National Board of the Y. W. C. A., presided. Dr. Marion Parris, Professor in the Department of Economics and Political Economy at Bryn Mawr, spoke on "expert" vocations, comprising administrative and research work in federal and civil service, similar work with private institutes and organizations, and "scientific management." Professor E. K. Everly, of the Massachusetts Agricultural College, spoke on "College Women in Agriculture and Rural Betterment."

Three addresses in the evening were delivered by Miss Edna Foley 1901, Supervising Nurse of the Chicago Tuberculosis Institute, on "Nursing as a Profession for College Women," by Mr. Robert Woods, of South End House, Boston, on "Social Service," and by Miss Candace Thurber 1904, on the "Bureau of Occupations" planned by the Smith Club of New York. Miss Adams, of the faculty, spoke on "Practical Aids to Selecting a Profession for College Women."

At the Vesper service the following day President Burton's subject was "Choice of a Life Work," and in the evening Miss Louise Brooks addressed the S. C. A. C. W. meeting on "Y. W. C. A. Work for College Graduates."

Delegates from Wellesley, Columbia, Pembroke, Mt. Holyoke, and Bryn Mawr attended the conference, and a reception was given for them on Saturday at 30 Green Street.

THE SMITH COLLEGE WEEKLY

The undergraduates would like to announce to the alumnae the publication on March 15 of a weekly newspaper, to

be called the *Smith College Weekly*, and to serve as a means of conveying news and as an organ of public opinion.

The paper will contain a full account of all the college activities and announcements of coming events much more completely and satisfactorily than can possibly be done within the scope of the *Monthly* and the *Bulletin*. It is expected that this will be a great convenience and it is hoped that it will bring the college more closely together and check a tendency, inevitable in so large a community, to break up into groups with divergent interests and ignorant of one another's activities. The leading articles will be written by girls interested in every form of college life and any subject of general interest will be open to discussion by all through open letters in the columns of the paper.

We ardently desire the good will of the alumnae in our undertaking. We greatly regret that the difficulty of making an adequate announcement until sample copies can be procured has prevented, so far, our soliciting alumnae subscriptions. In the spring term opportunity will be given to all the alumnae to subscribe for next year. If, however, any wish to subscribe for the rest of this year, we shall be very glad to send blanks on request.

The editorial board, in charge of the first three numbers of the *Weekly*, is constituted as follows: Editor-in-chief, Katharine Buell 1911, Public Opinion Department, assistant editors, Helen Houghton 1912, Jane Garey 1913, News Editor, Jean Johnson 1911, assistant editors, Cyrena Martin 1912, Elsie Frederickson 1912, Rachel McKnight 1912, Business Manager, Florence Angell 1911, junior assistants, Dorothy Marcus 1912, Henrietta Peabody 1912, sophomore assistant, Ruth Higgins 1913, Proof Readers, Sophia Smith 1913, Gretchen Todd 1913, Ruth Ensign 1913. The reporters are to be the regular college reporters for the Press Board.

THE GRANDDAUGHTERS' SOCIETY

In February, 1904, eight undergraduate students whose mothers claimed Smith College as their Alma Mater met to form the Granddaughters' Society of Smith College. A constitution was adopted in which it was stated that the object of the society "shall be that the daughters of alumnae shall know each other."

According to the first draft of the constitution daughters of graduates were to be eligible as active members, and the associate members could be daughters of graduates of the art or music schools, daughters of special students of one year's standing in the academic department, and stepdaughters of graduates. An amendment of October, 1904, abolished the eligibility of stepdaughters, and by another amendment of November, 1905, daughters of graduates of the art or music schools are ineligible.

At the first meeting of every entering class an announcement is made that the society wishes all girls who are eligible to hand in their own and their mothers' names. A party is given early in the fall term for the new members and during the year the society meets once a month for a social function of some kind. At commencement times receptions are held for the "daughters" who are in town.

The first president of the society was Marion Dana 1904, and the first secretary-treasurer Margaret Norton 1906. Dorothy Pearson 1911 is the president for 1910-11, and Hart-Lester Harris the secretary-treasurer. There are 23 members registered for the present year.

The complete list of members since the founding of the society follows:

GRANDDAUGHTER	MOTHER
Marion Dana 1904	Harriette Dunton 1881
Alice Cary 1906	Martha J. Bryant 1881
Margaret Norton 1906	Alice Peloubet 1882
Marjorie Allen 1906	Minnie Stephens 1879-81
Marie Murkland 1906	Helen Tupper 1880-81
Christine Shuart 1907	Nella Phillips 1878-80
Leslie Crawford 1904	Grace Greenough 1885

GRANDDAUGHTER	MOTHER
Grace Norton 1908	Alice Peloubet 1882
Frances Mills 1909	Caroline Hungerford 1882
Eleanore Northrop 1909	Mary G. Hammond 1882
Jean Richardson 1909	Jennie Scott 1879-80
Ruth Burdett 1909	Marion Clough 1884
Julia Clark 1910	Grace M. Greene 1882
Catherine Clerihew 1910	Evelyn Forman 1883
Lorraine Washburn 1910	Anna M. Hoyt 1881
Heloise Hedges 1910	Margaret E. Vennum 1882-84
Dorothy Pearson 1911	Lucy Wright 1886
Gladys F. Palmer 1912	Lucy White 1878-80
Helen Palmer 1912	Lucy White 1878-80
Lucia R. Barber 1912	Mary Mix 1878-79
Margaret Burt 1912	Frances Lyman 1888
Florence Curtis 1910	Elizabeth Freeland 1886
Alice Moore 1912	Helen Miller 1877-78
Elisabeth Tucker 1912	Charlotte Cheever 1881
Catherine Pierce 1912	Antoinette Bancroft 1887
Hart-Lester Harris 1913	Henrietta Harris 1883
Marjory F. McQuiston 1913	Laura Fitch 1882
Marian Drury 1913	Celeste Hough 1887
Alice W. Cone 1913	Kate Morris 1879
Marjorie Lincoln 1913	Hattie Wilson 1882-83
Constance Fisher 1914	Martha Plack 1888
Margaret Spahr 1914	Jean G. Fine 1883
Marion Freeman 1914	Marion Cunningham 1877-80
Blanche Mitchell 1914	Mary A. Clark 1883
Myrtis Davidson 1914	Adaline Allen 1890
Anna Pillsbury 1914	Ella Perkins 1884
Harriet Hitchcock 1914	Margarette M. Osgood 1883
Catharine McCollester 1914	Lizzie Parker 1888
Doris Clark 1913	Clara Stetson 1885
Marguerite Daniell 1914	Molly Barnard 1881

BISHOP VINTON

The January QUARTERLY announced the death of one of the trustees of Smith College—James B. Dill,—and it is with regret that this issue announces the death of still another. Bishop Alexander Vinton died on January 18, at his home in Springfield. Bishop Vinton was ordained to the ministry in 1877. On January 22, 1902, he was elected to be the first bishop of the diocese of Western Massachusetts, and was consecrated as bishop in Worcester on April 22 of that year. He was vice-president of the Church Congress and trustee of the General Theological Seminary. His life was one of active service, broad sympathy, and open handed generosity. All men with whom he came in contact will mourn his loss and cherish the memory of his friendship.

THE ALUMNAE ASSOCIATION

THE \$1,000,000 FUND CAMPAIGN

To the Officers of the Local Clubs:

So far as has been reported, either to Dr. Burton or to any member of the executive committee of the Alumnae Association, only a few of our twenty-two local clubs have appointed any committee to coöperate with Dr. Burton in the work of raising the endowment fund.

This is not, *as yet*, surprising as few of the clubs have had meetings since that letter reached them, and such a letter too, needs perhaps, to be followed up by a bit more personal appeal. Please re-read Dr. Burton's letter "To the Alumnae" in the January QUARTERLY and see what it is that he asks of us, and let us not be found wanting in the first thing our new President asks of us.

ELIZABETH L. CLARKE,
President.

The Chicago Club has been the first to organize for work. Serious efforts are being made by the executive committee to learn the names of possible contributors. These names will be given to President Burton.

The committee appointed by the Rochester Club is as follows: Helen Rogers 1905, chairman, Katherine Noyes 1905, and Fannie Furman 1906.

The committee of the Syracuse Club is as follows:—Mrs. William Spalding (Kate Clark Dunn 1884), Mrs. Irving S. Merrell (Caroline L. Snow 1896), Emma B. Beard 1895, and Mary Lois James 1904. This committee was appointed at the regular February meeting of the club. Mrs. Clarke talked to the club and its guests,—subfreshmen and parents of girls now in college,—about the million dollar campaign, and added greatly to the enthusiasm of all who heard her.

The New York Club has been devot-

ing its energies to the organization of the Bureau of Occupations. The million dollar campaign has not been taken up officially by the club.

On February 28, a special conference with President Burton was held under the auspices of the Boston Branch of the Alumnae Association of Smith College. Representatives from every class and each locality in the neighborhood of Boston were invited and the best means of raising the million dollar endowment fund were discussed. A committee has since been appointed with Mrs. Robert A. Woods (Eleanor Bush 1896), as chairman.

A committee has been appointed by the Rhode Island Club to aid in raising one million dollars for the endowment fund.

The executive committee of the Smith College Club of Buffalo will act as the committee to coöperate with Dr. Burton in the one million dollar campaign. Bertha A. Keyes 1891, is president of the club.

LOCAL CLUBS

In November the Syracuse Club gave a musical in the ballroom of the Onondaga Hotel. Henry Clay Barnabee and Richard Karl were the artists, and made the affair a success. At the February meeting, the Club voted to become a branch of the Alumnae Association.

At the meeting of the Chicago Club on March 25, 1911, stereopticon views of the college were shown.

President and Mrs. Burton, President Emeritus Seelye, Miss Seelye, and Dr. Rhees were guests of honor at the annual luncheon in December of the Rochester Smith Club.

Mrs. Clarke was present at the meeting on January 26. She told many interesting facts about college and spoke

very enthusiastically of the plans for the million dollar campaign. It was a splendid meeting.

The Smith College Club of New York has held four of its six regular meetings for the year 1910-1911, with an increasing attendance of alumnae, averaging 175 at each meeting.

At the first regular meeting, held on October 28, reports were heard on the Alumnae Council and Alumnae Association of the preceding June; on the inauguration of President Burton, and on commencement. Inauguration and commencement were illustrated with lantern slides. A welcome was extended to the new members.

At the second regular meeting, held on December 3, the club listened to two talks, the one on "The Probation System for Girls" by Miss Maude E. Miner 1901, the other on "Some Facts and Theories About Women's Work," by Miss Mary Van Kleeck 1904. An informal reception followed.

At the third regular meeting, held on January 21, the program consisted of original contributions from Smith College women, and afforded much diversion to a large and appreciative audience of club members.

At the fourth regular meeting, held on February 25, Dr. Anna Shaw kindly consented to speak upon "Women and Democracy." A reception followed.

At the fifth regular meeting, taking the form of the annual luncheon, to be held on April 8, Dr. Burton has accepted the invitation of the club to be present as the guest of honor and sole speaker.

The sixth and last meeting of the year, to be held early in May, is the annual business meeting. It is hoped that an informal talk by some undergraduate may be given to the club, informing them on present conditions at college.

The special interest throughout the year has been the endeavor to organize

a Bureau of Occupations, ably undertaken by its chairman, heartily endorsed by the club, and approved by President Burton, but as yet hampered by lack of funds.

Respectfully submitted,

GRACE L. COLLIN,

Recording Secretary.

The Boston Association of Smith College Alumnae has held three meetings this year. In November a reception was given to the class of 1910. In a short business meeting preceding the reception the association nominated Mrs. Anna Hoyt Washburn 1881, as third elector to serve for three years in accordance with the new plan for the election of Alumnae Trustees. For the December and January meetings the club has enjoyed two delightful talks, one by Miss Caverno on "Smith College; the Next Thirty-Five Years," the other by Miss Mabel Cummings who gave a stereopticon talk on the Yellowstone Park. For the remaining meetings are planned a play and story-telling on March 30, and the annual luncheon and business meeting on May 6.

On Saturday, March 11, in Fröbel Hall, Providence, R. I., the Rhode Island Smith College Club gave a reception and luncheon in honor of President and Mrs. Burton. There were forty-eight present in all, including members, their guests, and guests of the Club. President Burton's address was received with much interest. After giving some new items of news of the college, he spoke of true scholarship, and in closing outlined the same plan for raising a fund for a better paid faculty and for better equipment at Smith, as he did in his letter to the alumnae. In accordance with President Burton's suggestion a committee has been appointed to aid in securing this fund. The other speakers were Dr. Faunce,

president of Brown University; Miss Woolley, president of Mt. Holyoke College; and Miss Franklin, Smith 1885, president of the Rhode Island Branch of Collegiate Alumnae. The meeting was much enlivened by a mistake laid to the printer. In one of the songs the line "Care forsaken company" was printed "God forsaken company." However,

Dr. Faunce assured the company that they didn't look it.

Respectfully submitted,
MARJORIE S. COMSTOCK,
Secretary of the Rhode Island
Smith College Club.

Miss Jordan was the guest of honor at a luncheon given by the Pittsburg Club on January 3.

ALUMNAE NOTES

ALUMNAE VISITING COLLEGE

1910	Mary Cavanaugh, December 3-7.	1908	Eva Alfreda Price, February 11-13.
1909	Marjorie Leigh Carr, December 3-6.	1887	Ruth S. Baldwin, February 15-18.
1910	Helen Osgood Bradley, December 10.	1908	Mabel Beasley Hill, February 16.
1885	Caroline F. Hamilton, December 17.	1909	Josephine A. Hill, February 16.
1910	Guinevere Fennell, December 17.	1881	Alma E. Haydock, February 16.
1909	Frances H. Bickford, December 21.	1909	Lucia Clapp Noyes, February 16-18.
1908	Harriette F. Abbott, December 21.	1909	Olive M. Fobes, February 16-22.
1908	Margaret A. Kingsley, December 21.	1909	Elizabeth Steffen, February 16-18.
1909	Susie G. MacMurray, December 21.	1909	Charlotte H. Draper, February 16-18.
1909	Katharine Wead, January 5, 1911.	1909	Ruth Swan Clark, February 18.
1903	Marion Hill McClench, January 6.	1909	Lucy Brooks Cole, February 18.
1905	Edith A. Roberts, January 6.	1908	Ida Barney, February 18-20.
1908	Virginia I. Sayles, January 7.	1910	Sidney Baldwin, February 21-22.
1907	Mary Foot Lord, January 7.	1907	Susan M. Penhallow, February 21-22.
1894	Elisa May Willard, January 7-12.	1907	F. Ethel Felton, February 21-22.
1899	Elizabeth Warner Voorhees, through January.	1908	Mildred Towne Powell, February 22.
1909	Annie Leighton Lane, January 10.	1904	Annie L. Gilligan, February 22.
1909	Elizabeth Dickinson Bowker, January 10.	1902	Annie M. Laporte, February 22.
1906	Mary A. Wheeler McNeill, January 10.	1907	Blanche E. Mills, February 22.
1883	Elizabeth Lawrence Clarke, January 10. 14	1902	Edith L. Claslin, February 24-March 2.
1894	Mary Frost Sawyer, January 7-12.	1910	Maude L. Hamilton, February 28- March 4.
1901	Alice Cummings Hudson, January 10-12.	1904	Candace Thurber, March 3-4.
1900	Elizabeth F. Whitney, January 10-14.	1910	Mary A. Kilborne, February 26-March 4.
1905	Ruth Baird Johnson, January 12-16.	1910	Henrietta Sperry, February 26-March 4.
1908	Mabel Rae, January 12-20.	1899	Harriet G. Martin, March 4.
1904	Mary Van Kleeck, January 13-15.	1903	Elizabeth Irwin, March 4.
1908	Helen Allmond, January 16-23.	1903	Elizabeth H. Westwood, March 4.
1908	Mary Byers Smith, January 14-16.	1910	Annis Kendall, March 5-6.
1909	Leola Baird Leonard, January 19-22.	1910	Elsie Irwin Sweeney, February 21- March 24.
1909	Elizabeth Stevens Tyler, January 20.		
1901	Mabel C. Mead, January 20-23.		
1907	Leonora Bates, January 23.		
1887	Mary Appleton Shute Thayer, January 25.		
1908	Harriette F. Abbott, January 28-30.		
1910	Maude E. Wesby, January 28.		
1904	Edna A. Olds Pease, January 28.		
1904	Laura E. Glazier, January 28.		
1909	Anna C. Block, January 29-31.		
1910	Elizabeth C. Wright, January 28-30.		
1910	Virginia Craven Lupton, February 1.		
1910	Katherine Browning, January 29-Feb- ruary 3.		
1910	Charlotte A. Henderson, January 28-Feb- ruary 2.		
1910	Carolyn Shaw, January 31-February 4.		
1910	Grace C. Alling, February 3-6.		
1904	Fannie Stearns Davis, February 1-2.		
1904	Candace Thurber, February 1-2.		
1895	Mabel H. Cummings, February 3-4.		
1904	Mary A. Van Kleeck, February 8-9.		
1910	Emelie M. Perkins, February 6-13.		
1910-ex	Marion Stearns Grush, February 8-10.		
1899	Abby Allen Eaton, February 10-12.		

CLASS NEWS

Kindly send all items to the class secretaries by the first of June, in order that the "Alumnae News" editor may have them by the fifteenth of that month.

1882

Josephine E. Milligan, M.D., practicing physician in Jacksonville, Ill., is secretary for Illinois of the Council on Health and Public Instructions connected with the American Medical Association.

Alice Peloubet Norton is assistant Professor of Home Economics in Chicago University. Her son, John Nor-

ton, is assistant in the Department of Bacteriology. Her daughter, Margaret (Smith 1906), has a position in the Library of the University.

S. Frances Pellett of the Latin Department in Chicago University has recently taken a walking tour in France and Switzerland.

Maria M. Vinton, M.D., Medical Inspector of the New York Health Department, has some six thousand children under her care. She also lectures to mothers on "Economical Preparation of Foods" and "Fireless Cooking of Meats." She has recently built a bungalow at Brightwaters, Bay Shore, L. I.

Ex-1882

Lina Eppendorff has published a book called "Handwork Construction" which has been used in her classes in Pratt Institute.

Mary Dibble Smith is actively engaged in civic improvement, educational, and church work in Seattle, Wash.

Mary Huggins Gamble has a granddaughter, Mary Corinne Gamble, born July 20, 1910. Mrs. Gamble's beautiful new mansion, after the Japanese type of architecture, has recently been completed in Pasadena, Cal.

1888

Isabel Eaton's address is Robert Gould Shaw House, 6 Hamond Street, Boston, Mass.

1891

Mrs. Robert Williams (Mary Ellen Baird) has moved to 115 Linwood Avenue, Buffalo, N. Y.

1892

Harriet Boyd Hawes received the honorary degree of Doctor of Humanities at President Burton's Inauguration.

Grace Tyler Pratt issued about Christmas time 1910 "The Bainbridge Mystery," a story with an interesting plot cleverly told.

Katherine H. Upton, Secretary, will be in Europe from May until October, 1911, during which time E. W. M. Bridges, 31 Milk Street, Boston, will serve as secretary pro tem.

1894

The present address of Mrs. Percy M. Dawson (Agnes Learned) is 515 Monroe Street, Ann Arbor, Mich.

Juliet Hammond is studying at the Chicago University.

Married.—Sarah M. Pratt to Ray Greene Jenckes. Address, 2010 North Illinois Street, Indianapolis, Ind.

1895

Mrs. A. W. Hitchcock (Charlotte Emerson) is now living at 73 Chicago Avenue, Hinsdale, Ill.

1896

The address of Mrs. Charles A. Horton (Maria Louise Keller) is Prospect Street, White Plains, N. Y.

1897

Born in Berwick, Maine, December 4, 1910, to Mrs. Frederic Smith Ricker (Grace Palmer Hyde ex-1897), a daughter, Elisabeth Palmer Ricker.

Married.—Anna L. McWilliams to Mr. William P. Miller, winter of 1910, at Pasadena, California. Address, 135 West Washington Street, Hagerstown, Md.

Married.—Florence E. Keith to Mr. William F. Hyde, December 24, 1910, at Worcester, Mass. Address, 8 Loudon Street, Worcester, Mass.

Married.—Helen C. Woodward to Mr. Luke I. Wilson of Chicago, on January 30, 1911. Address, care Wilson Bros., Fifth Avenue, Chicago, Ill.

Born to Mrs. F. W. R. ter Meulen (N. Gertrude Dyar), a daughter, Yvonne, January 12, 1911.

Anna G. Carhart is in Beirut, Syria, visiting her brother.

Katharine P. Crane sailed for China on January 18, 1911. Address, care U. S. Legation, Pekin, China.

Mrs Thomas W. Moore (Harriet P. Hallock), accompanied by her husband and two little sons, sailed for Naples March 11, 1911. Her address will be "In care Wiener Bank Verein, Vienna, Austria."

Katharine M. Wilkinson's new ad-

dress is 353 West 57 Street, New York City.

Marian Hastings Jones was ordained as pastor of the Congregational church in Staffordsville, Ct., in January, 1911. At the services the charge to the pastor was given by President Burton.

1898

Julia Pickett is with Beatrice Pickett 1900, in Pekin, China. See under 1900 items.

1899

Marion Edwards Richards has announced her engagement to Charles C. Jarrey, Professor of Semitic Languages at Yale University.

The address of Mrs. John D. Howe (Roberta Keith) is 3805 Virginia Avenue, Kansas City, Mo.

1900

Julia Carolyn Weston was married, January 21, 1911, to John McWilliams, Jr. Address, Pasadena, Cal.

Madeline Chase was married, on October 10, 1910, to Mr. James Robert Albright. Address, 614 North Seventh Street, St. Joseph, Mo.

Marguerite Gray has been spending the winter in Washington, D. C.

Anne Hincks is taking a course at the School for Social Workers in Boston.

Beatrice Pickett and Julia Pickett 1898, are in China. Address, care United States Legation, Pekin. Their home address is Cheshire, Ct., but they expect to be in China for over two years. They are teaching in the new government school at Pekin. There are eighteen American teachers in the school, as well as Chinese teachers who have been educated in the United States.

Cornelia A. Kingman's new address is 212 Benefit Street, Providence, R. I.

1901

Maude E. Miner's address is 165 West 10 Street, New York City.

Mrs. Roderick Potter (Eleanor Hotchkiss) is now living at 50 Cleveland Avenue, Buffalo, N. Y.

1902

Died.—Alice Duryee, January 31, 1911, on board *S. S. Manchuria* in the China Sea. Miss Duryee was connected with the Amoy Mission of the Reformed Church in China.

A daughter, Cornelia Frances, was born, September 19, 1910, to Mrs. Dewey J. Carter (Nellie Frances Dubois Henderson).

Lucy Wicker's address is 130 Claremont Avenue, New York City.

1903

Alice A. Blanchard is at the head of the work with Schools of the Public Library of Seattle, Wash.

Annie Thaxter Eaton is librarian in the University of Tennessee, Knoxville, Tenn.

Elizabeth Rollins Frost is reference librarian in the Bronson Library, Waterbury, Ct.

Annie May Murray is librarian in Godman Guild House, Columbus, O.

Inez Field Damon is musical director of the State Normal School, Athens, Ga.

Lora Genevieve Dyer is a student in the Woman's Medical College in Philadelphia. Address, 2329 Thompson Street.

Maude Furbush is teaching in the Edward Little High School, Auburn, Me.

Eliza Anne Ward is teaching in the high school at Lewiston, Mont.

Alice Dacre Butterfield is in charge of the science department of the Pennsylvania College for Women, Pittsburgh, Pa.

Born to Mrs. James Graham Chalfant (Edla Steele), October 12, 1910, a son, James Graham Chalfant, Jr.

Born to Mrs. Arthur Honeyman (Carlotta Parker), April 4, 1910, a daughter, Barbara Ritchie.

Born to Mrs. Carroll Duff Knapp (Harriet Collin), June 6, 1910, a daughter, Harriet Elizabeth.

Born to Mrs. Reuben Moffat Lusch (Marion M. Smith), August 8, 1910, a son, Richard Dix.

Born to Mrs. Harry C. Smith (Helen Broadhead), January 2, 1911, a daughter, Temperance Elizabeth.

Changes of address:—

Mrs. Chauncey Adams (Marion Fairbanks) to Irasburg, Vt.

Mrs. Arthur F. Bassett (Rose Kinsman) to 155 Bay Street, Springfield, Mass.

Mrs. Joseph Waldo Bond (Pearl Sanborn) to 25 Grant Street, Springfield, Mass.

Maude F. Brigham to 147 Sycamore Street, Winter Hill, Mass.

Mrs. Walter Mack Clark (Sarah Thorndike Keniston) to Port Angeles, Wash.

Esther Conant to 14 Newbury Street, Boston, Mass.

Mrs. Frederick Thompson Dow (Maud M. Skinner) to 3428 Cliff Road, Birmingham, Ala.

Mrs. Ira T. Hawk (Alice B. Bowman) to Adel, Iowa.

Elizabeth Jack to 720 Moss Avenue, Peoria, Ill.

Alice Emily Leavens to Chestnut Place, Jamaica Plain, Mass.

Stella Emily Packard to 1439 North Los Robles Avenue, Pasadena, Cal.

Mrs. Herbert Mack Parker (Beulah Johnson) to P. O. Box 67, Lynnfield Centre, Mass.

Mrs. Moritz Schlick (Blanche Guy Hardy) to 23 Orleansstrasse, Rostock, Mecklenburg, Germany.

Mrs. Grenville Norcott Willis (Florence Ripley) to 83 Bromfield Road, West Somerville, Mass.

Mrs. Louis A. Wheeler (Carolyn Fuller) to care N. D. Goodhue, 2231 East Third Street, Dayton, O.

1904

Born, April 20, 1910, to Mrs. Hamilton Gibson (Brooke van Dyke), a son, William Hamilton Gibson, Jr.

Born, February 28, 1911, a daughter, Eleanor, to Mrs. George Norman Pease (Alice Boutwell).

Mary A. Van Kleeck's address is 154 East 91 Street, New York City.

Born to Mrs. Gordon Grand (Emma Dill), a son, Brooks Dill Grand, January 26, 1911.

Ex-1904

Married.—December 31, 1910, Winifred Eells Newberry to Mr. Richard Hooker of Springfield, Mass. Mr. and Mrs. Hooker will be at the Hotel Grafton, Washington, D. C., for the winter as Mr. Hooker is a member of the editorial staff of the Springfield Republican and acts as its Washington correspondent during the sessions of Congress. After April 15 they will be at home at 105 Mill Street, Springfield, Mass.

1905

Born to Mrs. Louis R. Leonard (Emma B. Tyler), a daughter, Yvonne Leonard, December 26, 1910.

Born to Mrs. Archibald E. Stevenson (Katherine de la Vergne), a daughter, Mary de la Vergne Stevenson, January 26, 1911.

Born to Mrs. Robert L. Barrows (Genevieve H. Scofield), a daughter, Barbara Hall Barrows, February 14, 1911.

Married.—Ella Kellogg Burnham to Mr. Herbert Schaw May, on January 21, 1911. Address, 571 West 139 Street, New York, N. Y.

Katherine Louise Irwin announces her engagement to William A. Murray. Mr. Murray graduated from Williams in 1905.

Born to Mrs. Christian Groezinger (Evelyn E. Catlin), a daughter, Marion, November 7, 1910.

Married.—Marguerite F. North to John Q. Tilson. Address, The Cochran, Washington, D. C.

Mrs. R. D. Lapham (Helen Abbot) is living at 1307 Seneca Street, Seattle, Wash.

Mrs. Francis Adams, Jr. (Florence Bannard) is living at 1424 West Adams Street, Chicago, Ill.

Mrs. Frank E. Mansfield (Alice J. Curtis) is now living at 136 Greenwood Avenue, Jenkintown, Pa.

1906

The engagement is announced of Evelyn Smythe to Ralph H. Grinnell of Kansas City, Mo.

Married.—Florence Mann to Herman Augustus Spoehr, Ph.D., of the University of Chicago, December 17, 1910.

Married.—Gertrude Cooper to Paul Dudley Dean. Address, 803 Washington Street, Brookline, Mass.

The engagement is announced of Nellie Manville Brown to Robert Hugh Downes of Oshkosh, Wis.

1907

Born, on December 7, 1910, at Lynn, Mass., a daughter, Madeleine, to Mrs. Howard S. Wilkinson (Helen Adams Treadwell).

A daughter, Mary Hasson, was born to Mrs. Thomas S. Scott (Arlene Hasson), August 13, 1910.

Married.—Mary F. Hawley to M. H. Salmon. Address, 718 South Crouse Avenue, Syracuse, N. Y.

Alletta M. Gillette's address is 423 Summit Avenue N., Seattle, Wash.

Married.—Elizabeth B. Ballard to Robert Thompson Gage on February 28, 1911.

Born to Mrs. Walter Hirsch (Hortense Mayer), a son, Lawrence Mayer Hirsch, February 6, 1911.

1908

Married.—Grace Christian to William R. M. Wharton, on February 14, 1911. Mr. Wharton is a graduate of the class of 1903, Delaware College. Address, 3883 Hartford Street, St. Louis, Mo.

Mabel Frances Tilton was married to Arthur William Coolidge on December 15, 1910. Address, 79 Bancroft Avenue, Reading, Mass.

Alice Lillian Ricker was married January 26 to Mr. Philip Laforrest Thompson. Address, 16 Van Sice Avenue, Yonkers, N. Y.

Marie Elizabeth Sjostrom was married January 4 to Mr. Chester Arthur Patterson. Address, Sutton Manor, New Rochelle, N. Y.

Born, October 13, 1910, to Mrs. Philip Northrop Miller (Edith Sinclair), a daughter, Ann Miller.

Born, October 13, 1910, to Mrs. Silas Snow (Frances Ward Clary), a son, Dwight Clary Snow.

Gwendolen Ross Wight was married February 7 to Mr. Harold Pierrepont Newton. Address, 2906 Evergreen Terrace, Baltimore, Md.

Katherine Dewalt Barber was married February 21 to Mr. Henry Seymour Belden, Jr.

Louise Edgar has announced her engagement to Mr. Edmund Thorp See of Mount Vernon, N. Y. Mr. See graduated from Columbia in 1906.

Born to Mrs. Daniel Saltzer (Alice Emeline Stahl), a son, Richard Daniel, on December 5, 1910.

Married.—Abigail Rosilla Staples to John A. Viele, at Springfield, Mass., January 1, 1911. Address, Wilmington, Vt.

Ex-1908 Born, July 2, 1910, to Mrs. Dana Barry Somes (Clementine Mae Allen), a daughter, Nancy Allen Somes.

1909

The class of 1909 will hold an informal reunion in June. It is hoped that as many as possible will attend, in order to unite as a class in showing our good will to President Burton. Send all inquiries or suggestions to the secretary, Eunice D. Remington, 132 Clinton Street, Watertown, N. Y.

Mabel E. Stone sailed March 4 for a short trip in Italy.

Married.—Myra H. Thornburg to Cadwallader Evans, Jr., on January 23, 1911. Address, Lehigh Road, Thornburg, Pa.

Married.—Susan H. Mason to Charles Albert Bartleson, on January 25, 1911. Address, 913 Twelfth Avenue, Spokane, Wash.

Helen Lincoln Dunbar has announced her engagement to Hector McIntosh Holmes of Cambridge, Mass. Mr. Holmes graduated from Harvard in

1906 and from the Harvard Law School in 1909.

Edna True and her sister were with Mrs. Carr and Marjory, Mrs. Marden and Louise in Italy for a while. They are now traveling with the Mardens.

Harriet Byers, Gertrude Gerrans, and Delight Weston have been together in Paris.

Jessica Jenks is spending February and March with her father and sister in Bermuda.

Hannah Katherine O'Malley was married, December 26, 1910, to Mr. Alfred Vernon Dalrymple, in Manila. Address, Tagudin, Amburayan, Philippine Islands.

Elizabeth Lee Moseley is teaching as assistant in a grammar school in Quincy, Mass.

Elizabeth Chapman had entire charge of the "American Citizen," which was given by the older high school students in Ogdensburg, N. Y., just before Christmas. The criticisms on the production were very favorable.

Gertrude Bussard and Leola Leonard have charge of the Watertown High School's annual play.

Dorothy Donnell has an article in a midwinter number of the *Congregationalist* entitled "Philanthropy in Cap and Gown" in which the charitable work of Smith College girls is described, including social settlements, People's Institute classes, etc.

Married.—Hazel Laura Payne to James Wilbur Van Evera at Florence, Wis., November 24, 1910.

Married.—Percy Ruth Herrick to Douglas MacDuff, November 30, 1910, at her home in Peekskill, N. Y. Mr. MacDuff is a member of the American Legation in Legucigalpa, Honduras, Central America.

Married.—Rachel Thayer Little to Ray Waldron Pettengill. Temporary address, 23 Irving Street, Cambridge, Mass.

Died.—Annie Bakewell Shaffer, aged twenty-two, on January 27, 1911, at

Asheville, N. C., after an illness of several months.

1910

Katherine Stevens is teaching physics, mathematics, and French in the Lake Placid High School. Address, care Rev. O. A. Dike, Lake Placid, N. Y.

Ethel Stimson is teaching grammar, French, and German at Miss Fifield's School, Malden, Mass.

Portia Swett is giving lessons in national, classical, ball room, and æsthetic dancing. Address, The Madison, Omaha, Neb.

Elsie Sweeney is studying music in Columbus, Ind.

Marjory Talbot is at the Training School of Roosevelt Hospital. Address, Training School of Roosevelt Hospital, 49th Street and Ninth Avenue, New York City.

Ruth E. Tuttle is taking the private secretary course at Simmons College, Boston.

Vera Urquhart is teaching Latin and English in the Alamosa High School. Address, Alamosa, Col.

J. Estelle Valentine is taking graduate courses in the History Department of Columbia University.

Mabel Van Deusen is teaching physics, geography, and physiology in Clarke School. Address, Rogers Hall, Clarke School, Northampton, Mass.

Gladys Van Derventer is doing graduate work at Columbia University.

Amy Wallburg is teaching English in the Watertown High School. Address, Massey Street, Watertown, N. Y., care of Mrs. Miller.

Marion Webster is teaching Latin, Greek, and mathematics at the Burnham School. Address, 45 Elm Street, Northampton, Mass.

Mary J. West is teaching in the Blanchester Public Schools. Address, Blanchester, O.

Elaine Whitman is teaching English, mathematics, and Latin at the Calhoun-Chamberlain School. Address, Cal-

houn-Chamberlain School, Spring Lake, N. J.

Elizabeth Wilds is studying at the School of Fine and Applied Arts, New York. Address, Three Arts Club, 340 West 85 Street, New York City.

Mildred Claire Williams is teaching English in the Warsaw High School. Address, Warsaw, N. Y.

Marion Wilmot is teaching in a private school in Redlands, Cal.

Carrie Wright's address for 1910-1911 is Richfield Springs, N. Y.

Elizabeth Wright is taking a training course for secretary work in the Y. W. C. A., Bridgeport, Ct.

Rua Yeaw is teaching mathematics in the Brattleboro High School, Brattleboro, Vt.

Mary Anne Staples is teaching Latin at Blair Academy, Blairstown, N. J.

Norma MacL. Anderson is teaching at Dr. Stowe's School for boys. Address, Cornwall Heights School, Cornwall-on-Hudson, N. Y.

Lucretia May Atwater is assistant principal in high school at Canaan, Ct.

The engagement of Ethel Benedict Ayers to Joseph Whittlesey Spencer of New York City has been announced.

Abbe Frances Ferrin is teaching English and science in Miss Townsend's School at Newark, N. J.

The engagement of Josephine Elizabeth Frawley to Aubrey L. Yantes of Shelbyville, Ill., has been announced.

Anne Garnett's address is 619 North Third Avenue, Phoenix, Ariz.

Marion C. Greenhood is studying music at Farlton Pianoforte School, Boston, Mass.

Maud Hammond is taking a secretarial course at Bryant and Stratton School, Boston, Mass.

Elizabeth B. Harding is teaching in the grades in Whitehall, N. Y.

Gladys Inglehart's address is 42 Lafayette Avenue, Passaic, N. J.

Mildred K. Jones is studying at the State Library School. Address, 123 Lancaster Street, Albany, N. Y.

Mary Margaret Kneeland has been studying music in Dresden, Germany.

Ruth Leonard is studying opera scores in Boston. Address, 256 Beacon Street, care Mrs. H. E. Converse.

Editha Miner is taking a secretarial course at Simmons College.

The engagement of Edna Chipman Moehring to Kenneth Reese Cunningham of Pittsburgh has been announced.

Helen Newell has gone to Honolulu for a trip.

Tei Ninomiya writes she is "trying to rehearse all the things Japanese." She plans to teach.

Marion Richards is teaching German, Latin, and history in high school. Address, Milton, Vt.

The engagement of Marguerite Scott to Dwight R. Winter of Springfield, Mass., has been announced.

Esther Ann Smith's address is 294 Central Park West, New York City.

Ardra Soule is teaching English, literature, grammar, arithmetic, and spelling in Hingham Country Day School. Address, Hingham, Mass.

Katharine L. Whitin is to be married on April 18 to Kent Swift of Whitingville, Mass.

Dorothy Waterman's address is 162 Washington Avenue, Albany, N. Y.

Mary Frank Kimball died on January 26, at her home in Pittsburg, Pa.

Marriages—

Virginia C. Craven to Robert Mather Lupton, October 20, 1910. Address, Mattituck, N. Y.

Margaret Dauchy to Julius Adolphus Migel, November 22, 1910. Address, 614a Third Street, Brooklyn, N. Y.

Norma Abigail Hoblit to Charles Herbert Words, November 26, 1910. Address, Carlinville, Ill.

Helen Jeffers to William McPherson Goodrich, March 4, 1911, at Leavenworth, Kan. Address, 425 Waverly Way, Kansas City, Mo.

Gertrude Elizabeth Wilson to Whitney Merrill, October 4, 1910. Address, The Dandridge, 415 Washington Avenue, Brooklyn, N. Y.

Ex-1910

Married.—Grace Elizabeth Vary to Paul Eliot Emerson. Address, 51 Mason Street, Newark, N. J.

Married.—On July 11, 1907, Grace Louisa Fay to Edward W. Whalen. Address, 25 Summer Street, Northampton, Mass. A son, Edward Fay Whalen, born May 29, 1908.

Married.—Helen Kramer to Lawrence R. Ach. Address, 601 Rockdale Avenue, Avondale, Cincinnati, O.

Married.—On April 27, 1910, Ethel Louise Mellor to William R. Owings. Address, 238 Lake Avenue, Newton Highlands, Mass.

Married.—Mary Sherwood Milk to Hurbert C. Barton. A son, Hurbert C. Barton, Jr. Address, 5307 Lexington Ave., Chicago, Ill.

Married.—Annie Pier Searle to Harold H. Murray. Address, 377 Genesee Street, Utica, N. Y.

Married.—On February 4, 1907, Grace Wicks to Fred R. Hopkins. Address, 124 Jewett Street, Buffalo, N. Y. A son, William Wicks Hopkins.

Married.—Octavia Emily Williams to Bowen Tufts. A daughter. Address, 6 Hayes Avenue, Lexington, Mass.

Eva Adams is secretary to Professor Charles H. Haskins of Harvard, Dean of graduate school of arts and sciences. Address, 22 University Hall, Cambridge, Mass.

Margaret Carroll is taking a two years course in domestic art at Mechanic's Institute, Rochester. Address, 8 Girton Place, Rochester, N. Y.

Doris Duffee is teaching the third primary in the Williams School of Chelsea. Address, Chelsea, Mass.

Grace Mason is assistant librarian in

Johnstown Public Library. Address, 102 West Clinton Avenue, Johnstown, N. Y.

Carrie Nicholson is attending the University of Chicago. Address, 4643 Woodlawn Avenue, Chicago, Ill.

Esther Packard has returned to Smith College to obtain her degree with 1911. Address, 43 West Street, Northampton, Mass.

Ruth Shepard is acting as regular substitute in the Billings Public Schools. Address, 948 North 30 Street, Billings, Mont.

Hilda Talmage is taking a course in the Cleveland Kindergarten Training School. Address, 10917 Magnolia Drive, N. E., Cleveland, O.

Florence Williams is doing designing at her own studio. Address, 932 East 46 Street, Chicago, Ill.

Wanted—by secretary the address of Mrs. H. O. Bigney (June Smith).

IN MEMORIAM

The death of Mary Kimball brings with it a great sense of loss to her many friends among the alumnae. Her sunny presence, her loyal support of the intellectual and literary interests of her class and college, and her quiet good judgment won her the love and respect of all who knew her. The mystery of the termination here of a life of so much promise is hard to understand, but all whose privilege it was to call Mary Kimball, friend, must feel that while her life was unfinished in regard to the apparent possibilities the future held for her, it was wonderfully complete in the development of a rare character and loyal nature.

NEWS OF OTHER COLLEGES

THE BRYN MAWR ANNIVERSARY

The Twenty-fifth anniversary of the founding of Bryn Mawr College was celebrated on October 22, 1910. Delegates were present from eighty universities and colleges and from ten preparatory schools which have sent not less than thirty pupils to Bryn Mawr College. The delegates from Smith were President Seelye, President Burton, Miss Adams, and Miss Bourland.

Two paragraphs printed in the report of the occasion in the *Bryn Mawr Alumnae Quarterly* deserve reproduction here, as attesting to a possibly unsuspected connection between Smith College and Bryn Mawr. The first is the speech of President Thomas introducing President Seelye who brought the official greeting of Smith College to the occasion:

"To the next speaker Bryn Mawr owes a great practical debt. The Founder of Bryn Mawr College, his original Trustees, and the present President of the College, took counsel with President Seelye in the early days before Bryn Mawr opened. It is due to his advice to me in 1885, six months before Bryn Mawr opened, that we introduced from the first and still maintain here that wonderful system of detailed college accounting, then and perhaps still unknown elsewhere, whereby the accounts of each academic and residential building and each large and small business department are as rigidly separated as if each were under a different private ownership, and one dollar at Bryn Mawr as at Smith is made to do the work of ten. This and many other good things we owe to President Seelye who for thirty-five years from its opening until September 1, 1910, has created, fostered, and presided over the largest woman's college in the world. Other colleges and universities grow poorer as prices and students increase. Smith College only grows richer, and out of what are deficits elsewhere builds many a stately building. I have the honor to introduce to you that wizard of finance, the envy of us all, President L. Clark Seelye, the revered President Emeritus of Smith College."

The second paragraph is quoted from President Thomas's speech later in the day in which she enumerated the many influences that have contributed to the making of Bryn Mawr:

"In the dormitory system adopted Bryn Mawr was also most fortunate. Intelligent forethought here combined with happy chance. In 1880 it was not clearly understood that lecture rooms and students' living rooms should be in separate buildings, nor was it then fully recognized that young men or women should not be gathered together in great numbers under one roof. Indeed at that time all residence colleges except one consisted of one or more huge buildings, but this one, Smith College, Doctor Taylor and his trustees visited and by a happy chance Doctor Taylor lost his heart to the Smith College administration building, and as a consequence was strengthened in his decision to copy the Smith rather than the Vassar or Wellesley plan of building. The interior plan of Taylor Hall is a careful copy of Smith's central building as it was before it was enlarged, even to the chairs used in the assembly room and class rooms. At present it would be impossible to plan a college otherwise than after the Smith-Bryn Mawr plan of separate buildings."

VASSAR ALUMNAE ENDOWMENT

The alumnae of Vassar College plan to turn over to the treasurer of the college in June the sum of \$50,000, one thousand dollars for each year since Vassar College received a charter. The Vassar alumnae are not trying to match

any contingent gift, but are merely turning in the results of their regular endowment work. The \$50,000 comes entirely from the alumnae.

THE BUREAU OF CLASS SECRETARIES AT YALE

The first annual report of the Class Secretaries Bureau at Yale was published early in February. The Bureau was created a year ago, says the *Yale Alumni Weekly*, by the Yale Association of Class Secretaries to meet the insistent demand of Secretaries for some agency to relieve them of the heavy routing of their offices, particularly the gathering and compiling of biographies for publication in the Class Records. The salary of the Director of the Bureau was voted by the Yale Corporation to be paid from University income, while the running expenses of the office are met by those using its services.

The Bureau can show as a result of its first year of work fourteen Class Records compiled at the request and under the supervision of individual class secretaries; a large collection of personal memorabilia of all kinds relative to Yale graduates; a reference library of Class Records and student publications; a loan library of Class Records, and scrap books, class circulars, letters, and posters issued by classes at Yale. Especially good work has been done by the Director in consulting and advising with the class secretaries concerning their work and in assisting young or newly appointed secretaries.

A NEW WOMAN'S COLLEGE

Those who have been exercised over the large numbers of students applying for entrance to the Eastern colleges for women will be glad to know that a new college is soon to be opened in Connecticut.

After Wesleyan University, at Middletown, dismissed its co-educational department, the College Club of Hartford agitated the question of a woman's college in Connecticut (not a state college, but an institution of the character of Smith, Wellesley, etc.). Several sites were proposed throughout the state. New London, eager to secure the prize, offered fifty acres, through the generosity of a lady of the town, toward the site; and the city issued bonds for \$50,000 to purchase adjoining land. When the Hartford committee had inspected the site, overlooking the city, the Thames River, and Long Island Sound, they pronounced it the most beautiful that had been offered, and promised that the new college would come to the city, provided New London could raise \$100,000 towards an endowment of two million. In ten days—after a "whirlwind campaign"—pledges were secured to the amount of \$100,000 and more, a gift of \$25,000 being added after the main sum had been subscribed by the citizens. Fifty per cent of the gifts were \$100 and under, so that the subscription was widespread and representative. The sum subscribed is now \$140,000 or more. The buildings will probably not be begun until the two million has been raised by general subscription throughout the state, but it is hoped that the college may be open for students in September, 1912.

MOUNT HOLYOKE

A conditional gift of \$100,000 to Mount Holyoke College was announced after the eighth annual meeting of the General Education Board in January. Mount Holyoke is attempting to raise \$500,000 before its 75th anniversary, which will come in October, 1912. The gift from the Education Board is on the condition that the other \$400,000 be raised. The fund is being secured mainly to increase the endowment of the college so that the salaries of the faculty may be raised.

WELLESLEY

Wellesley College has petitioned the legislature for permission to increase its holdings in real and personal estate from \$3,000,000 to \$10,000,000.

NOTICES**TO THE SUBSCRIBERS TO THE QUARTERLY—THREE THINGS**

1. Last year the July *QUARTERLY* did not reach several subscribers because they failed to notify the business manager of their summer addresses or to leave instructions with their postmaster for forwarding second class mail. Don't be as foolish as they were! Notify the business manager—Edith E. Rand, 700 West End Avenue, New York City,—promptly, of any change of address, otherwise the Editors can not be responsible should you fail to receive the *QUARTERLY*.

2. In the July *QUARTERLY* we shall publish a list of subscribers to the *QUARTERLY* by *classes*. Don't you think you better tell your classmates, in order that your class may make a better showing?

3. The Editors are honored to think that you care to lend the *QUARTERLY* to "two or three girls who don't subscribe," but did it ever occur to you that by making one *QUARTERLY* do the work of three you are also forcing one dollar to do the work that three might more adequately do—if you would just ask those girls to subscribe for their magazine themselves? Think it over.

ROOMS FOR COMMENCEMENT, 1911

Campus rooms will, as usual, be assigned only to the classes holding regular five-year reunions in the order of their graduation: 1881, 1886, 1891, etc. In view of the experience of the committee in previous years no classes after the one holding its tenth reunion can be accommodated on the campus. Application should be made to the class secretaries.

The special committee in charge of securing rooms for the large numbers who returned for the 1910 Commencement has been dissolved. The General Secretary will, however, be glad to assist the alumnae who wish rooms in town by furnishing lists of houses where accommodations may be obtained.

REDUCED RAILROAD RATES

The Alumnae Association has again obtained reduced railroad rates for persons attending Commencement in the New England and Trunk Line Railroad Association districts (the Central Railroad Association has not yet been heard from). A full notice of the way to obtain the reduction will be mailed to *each member of the Alumnae Association* one month before Commencement. For further information apply to the General Secretary, 184 Elm Street, Northampton.

REGISTRATION

Each alumna returning for Commencement is urged to register as soon as possible in Seelye Hall, Room 1 (instead of in the Registrar's Office). Collation tickets will be given *only to those who have registered*. The room will be open for registration on Friday, June 16.

The Postmaster earnestly requests each alumna to notify her correspondents of the street and number of her Northampton address at Commencement, in order to ensure the prompt delivery of mail. Any alumna who is uncertain of a definite address may have her mail sent in care of the General Secretary, 1 Seelye Hall.

SENIOR DRAMATICS, 1911

Applications may be placed on file at the General Secretary's Office, 184 Elm Street, Northampton. The capacity has already been reached for Friday evening.

June 16, and Thursday evening, June 15, is now the only performance for which applications may be entered, as the Saturday performance is not open to alumnae.

Each alumna is allowed one ticket, and may not use another name to secure extra tickets. No deposit is required to secure the ticket, which may be claimed and paid for upon arrival in Northampton at the office of the Business Manager in Seelye Hall. Tickets will be held only until five o'clock on the day of the performance, unless a request has been received to hold them later at the theatre. Applications are not transferable and should be cancelled at once if not wanted.

A fee of ten cents is charged to all non-members of the Alumnae Association for the filing of the application. The fee may be sent to the General Secretary at the time of application.

All applications made during the year must be *confirmed* during the week of June 1 (June 1 to June 8) or they will be considered *cancelled*. A notice will be sent to each applicant to this effect a month before Commencement. In this way the Committee hopes to avoid filling applications for persons who will not claim them, and thus have an available supply of tickets for those who have definitely decided to return to Commencement. Each person who confirms her application during the week of June 1 will be considered responsible for the price of the ticket assigned to her.

For the benefit of those who apply too late to secure tickets, the Business Manager will hold additional office hours at the Academy of Music on Thursday and Friday, June 15 and 16, when any tickets which may have been given up will be sold from 6:30 to 7 o'clock to those whose names are on the waiting list and from 7 to 7:30 o'clock to the public.

ALUMNAE SONGS

The 1911 Procession and Rally Committee wishes to make a preliminary announcement of some of the tunes to be used by the alumnae on Ivy Day.

Fair Smith, The Alma Mater songs in the Smith College song book, Nancy Lee, Toreador song from Carmen, Sweet Afton, John Brown's Body, Johnny Comes Marching Home, March on Down the Field—Yale song, Meet Me Where the Lanterns Glow, Shouting the Battle Cry of Freedom, Tramp, Tramp, Tramp, and Wait for the Wagon.

SLIDES ILLUSTRATING COLLEGE LIFE

The Alumnae Association has bought of Miss McClellan a set of seventy-five slides illustrating college life in general, Commencement, 1910, and the inauguration of President Burton. Any alumnae organization desiring the slides may apply to F. H. Snow, 184 Elm Street, Northampton. Expressage and breakage must be paid both ways.

VALEDICTORY MEETING

The proceedings of the Valedictory Meeting held in "commemoration of the thirty-seven years of service of the first president of Smith College" have been published in book form with a preface by Miss Jordan, chairman of the committee on printing, and a photograph of President Seelye as frontispiece. As the alumnae who attended last Commencement will recall, the exercises consisted of a greeting by the presiding officer, Professor Arthur L. Gillett of the Board of Trustees; greetings from the alumnae by Mary B. Whiton 1879, Caroline Park 1910, Anna H. Branch 1897; from the Faculty by Professor Henry M. Tyler; a letter from Rev. Dr. John M. Greene, Vice-President of the Board of Trustees; greeting from the Trustees by Professor John B. Clark; the trustee resolutions; response by President Seelye; the singing of *Fair Smith* and benediction by Presi-

dent Seelye. The price of the book is 75 cents. Copies of the first limited edition may be obtained from the college librarian, Miss Josephine Clark, or from the general secretary, Miss Florence H. Snow, 184 Elm Street, Northampton.

COLLEGE CALENDAR

- March 18—Freshman-Sophomore Basket Ball Game
Hubbard House Group Dance
" 22—Glee Club Concert in the John M. Greene Hall
" 25—Lecture by Professor Walter
Meeting of the Alpha and Phi Kappa Psi Societies
Baldwin House Reception
Chapin House Reception
" 29—Meeting of the Southern Club, Reading by F. Hopkinson Smith
" 31—Lecture by Professor Walter
- April 1—Gymnasium Drill
Tyler House Group Dance
" 5—Spring Vacation begins
" 20—College re-opens
" 22—Washburn House Group Dance
" 25—Lend a Hand Dramatic Club—"The Gondoliers"—Academy of Music
" 26—Open Meeting of Alpha and Phi Kappa Psi,
Lecture by Mr. Hapgood
" 28-29—Naples Table Association Meeting
" 29—Alpha and Phi Kappa Psi Societies
- May 3—Open Meeting of Philosophical Society
" 6—Division "C" Play
" 10—Junior Promenade
" 13—Morris House Group Dance
Haven House Reception
" 20—Alpha and Phi Kappa Psi Societies
Clark House Tea
- June 6—Final Examinations begin
" 10—Alpha and Phi Kappa Psi Societies
" 15—Final Examinations end
Senior Dramatics Dress Rehearsal—"Merchant of Venice"
" 16—Senior Dramatics
" 17—Senior Dramatics
" 18—Baccalaureate Sunday
" 19—Ivy Day
" 20—Commencement

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JULY, 1911

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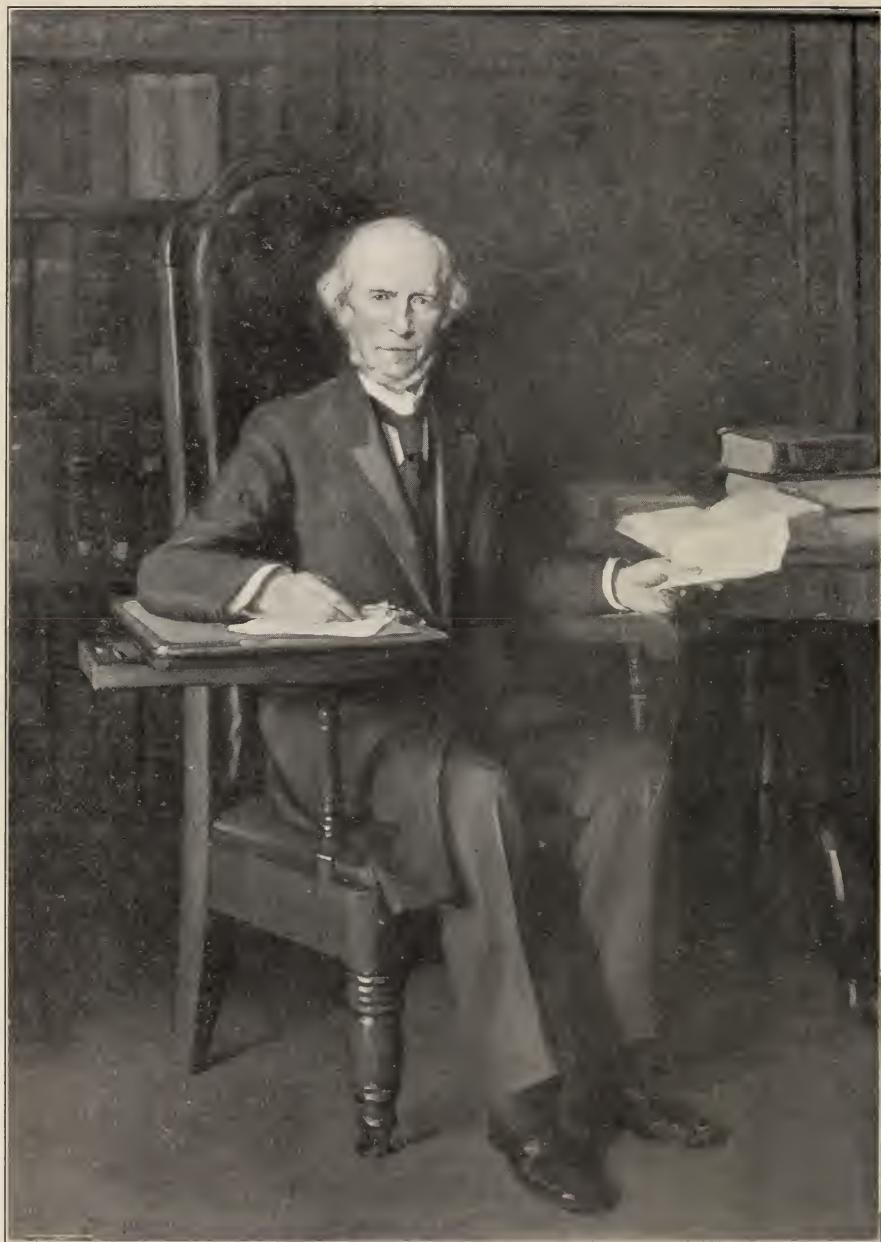
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THE VOCATIONAL MOVEMENT AND THE COLLEGE WOMAN

ELIZABETH KEMPER ADAMS

Things are moving rapidly nowadays in the vocational field. It is a field of many sides, but I shall speak here only of matters that directly concern college women, and of which I happen to have some personal knowledge.

At its meeting in Cincinnati in October, 1909, the Association of Collegiate Alumnae established a standing committee on vocational opportunities for college women, largely as a result of its disheartening study of the incomes of self-supporting college women in the profession of teaching. The committee was instructed to inquire into non-teaching opportunities for college women and to devise, if possible, a form for uniform records of occupational experience. The committee consisted of Miss Laura D. Gill, President of the association, Dean Mary Coes of Radcliffe College, Mrs. May Shepard Cheney, Appointment Secretary of the University of California, Dr. Marion Parris, Associate in Economics at Bryn Mawr College, and myself as chairman. Early in 1910 Miss Gill became director of an appointment bureau for college graduates wishing to enter the non-teaching occupations, established as a sort of pioneer experiment station by the Women's Educational and Industrial Union of Boston. Later in 1910 the Smith Club of New York City formed the committee on occupations which has expanded so astonishingly, and yet so promisingly, into the Inter-collegiate Bureau of Occupations to be opened in the autumn in New York. On the twenty-sixth and twenty-seventh of this last May, the Committee on Vocational Opportunities called at Smith College an appointment bureau conference, to which were invited the women's colleges of New England, all the institutions in the membership of the Association of Collegiate Alumnae, and representatives of the Boston and New York vocation bureaus. The conference met to discuss the whole question of the relations of the colleges to the occupational

interests and needs of their graduates, especially with regard to non-teaching employment, and also the best modes of practical coöperation between the colleges and the new city bureaus. Further on, I shall describe this conference more in detail. Here it is enough to call attention to it as one of the several definite ways of attacking the vocational problems of the college woman that have developed within the last two years. The record of this brief period of vocational prospecting would not be complete without reference to the volume published in June, 1910, by the Women's Educational and Industrial Union and entitled "Vocations for the Trained Woman." It is made up of a series of papers contributed by experts in various fields which educated women have already entered; and it speaks not at all against the book but much for the development of the movement to say that already many of its statements are inadequate or superseded. As a survey needful for further advance, it performed and still performs a valuable service. Another book that deals illuminatingly with the subject from a different angle is Dean Marion Talbot's little volume "The Education of Women." The colleges officially are, perhaps, not quite so fully aware of the new interest in vocations as are the bodies of college women themselves. But several institutions have of late years arranged for lectures on occupations by men and women prominent in different fields, and the college appointment bureaus are giving increasing attention to the calls that come to them from employers in other lines than teaching.

Looked at by themselves, all these efforts are still in the stage of initiation rather than of achievement, and can point to comparatively modest results. But taken as one manifestation of the new spirit of social intelligence with regard to ends to be secured and scientific method with regard to ways of securing them, they assume large significance. Half blindly, perhaps, but no less surely, we college women are emerging from the old comfortable, hap-hazard belief that a college education in itself by some magic fits a woman into just her right place in the scheme of things, and are learning with the rest of the world under the guidance of the "scientific managers" and the "efficiency engineers"—and the various other people who are doing great things in spite of their vocabularies—that it is only by patient and skilled and honest investigation, by prompt and effective publication of results, by avoidance of overlapping of effort, by taking cognizance of the infinite varieties of human nature and having a truly modern social psychology, by steering clear of all doctrinaire and ready-made theories, that we can gradually make better adjustments and get larger and prompter returns of life and happiness and usefulness in this hugely ill-adjusted civilization of ours. There is probably no larger and more elusive and

less clearly defined social problem to-day than that of women and the occupations. It covers every stage from the woman in the factory to the woman in the professions. In many ways the vocational status of the educated woman is more ambiguous than that of the woman in industry. A professor of sociology whose lectures I once attended used to lump tramps, gamblers, artists, and women under the heading of "equivocal classes" occupationally. But I believe that if we college women can work together, without trying to do too much at once, and can collect and interpret the occupational material at our disposal or available with little effort, we can present a body of facts hitherto unusable, and can draw from it some conclusion that will be invaluable not only to college women who are in occupations or turning to them, but also to the colleges themselves and so to modern society. As Mr. Birdseye says in industrial terms that make the advocates of the older culture shudder, the colleges have been altogether too indifferent to the quality of their product and have made no efforts to discover how much goes to "the scrap-heap." One of the fundamental differences between the college and the factory is that the college "product" can rise up and study itself and very materially reduce its own scrap-heap.

Some such notions as these have guided the committee on vocational opportunities in planning its work. We realized at once that as a body of busy women with slender appropriations at our disposal, it was useless for us to think of investigating the non-teaching occupations from the side of the employer or in any way that would require the services of a paid expert in social and economic research. The best means of securing information appeared to us to be the college women who had in one way or another already found their way into various lines of work. To find out who they were and what they were doing, we made use of the alumnae catalogues or registers published by many of the colleges and giving brief occupational data. Smith published her quinquennial register of alumnae and former students in 1910; Vassar, her decennial catalogue of alumnae in the same year. Bryn Mawr publishes such a register annually. We have also secured material from Barnard, Simmons, the College for Women of Western Reserve University, Oberlin, the Universities of Wisconsin, Kansas, and California, and Leland Stanford University. Wellesley and Mount Holyoke have full general catalogues in press, which will be available during the summer. To make this material meet our needs, we have mounted individual names and occupational records on library cards, and have in this way formed an occupational card-catalogue, grouping all individuals having a given occupation together, but keeping the institutions distinct. We can thus see almost at a glance how many Smith, Vassar, Bryn Mawr, etc., women are, say, in library work, or

charity organization work, or journalism, or institutional management. The catalogue is not, of course, complete nor entirely correct. It is impossible to get such information absolutely up to date. But our purpose is to use the "case method" rather than to secure statistics. The catalogue even in its present state serves as an address list, and during the summer we plan to send out a set of questions to women in every occupation represented. These schedules aim to secure in as simple a form as possible information as to the college and professional training of the persons filling them out, any previous occupations, present occupation, how secured, special training taken, salary or income, advantages and disadvantages of the occupation, what are considered the chances for other women in this field, and names and addresses of other women, college or non-college, already in it. Undoubtedly we shall never hear again from a certain number of these schedules. Some people have a constitutional loathing for any form of "questionnaire," and most of us admit that we sit down to fill them only when our consciences triumph over our disinclination. But it is an age of such schedules, and previous studies give ground for the belief that many people are acquiring a "questionnaire" conscience.

In connection with this card catalogue it is worth mentioning that through it the committee on vocational opportunities is enabled to coöperate in a very practical and mutually advantageous way with the new Bureau of Occupations in New York. When we set about this work, the bureau did not exist save as a dream of the future. But now they wish to make this summer a preliminary study of college women in occupations in and near New York. We have, therefore, drafted from our catalogue the names and occupations of all persons within this area, and the bureau is to send our schedules to them, adding a few brief questions of its own. In this way, no inconsiderable labor has been avoided as well as the bad psychological results of sending the same people two sets of questions covering practically the same ground.

A closely related phase of the work of the committee is the organizing of local occupational studies under the auspices of the various branches of the Association of Collegiate Alumnae. Dr. Marion Parris of Bryn Mawr, who last year guided the Philadelphia branch in making a very successful study of women in agriculture in Pennsylvania, has charge of this work. Some dozen branches have asked for instructions with regard to initiating this work, and have been sent a set of questions corresponding to those issued by the main committee, so that results may be compared. Here, too, duplication will be avoided so far as possible. The branches will collect data concerning both college and non-college women in the same fields, thus furnishing a very important basis for comparison.

The committee in its preliminary report to the Association of Collegiate Alumnae in October, 1910, recommended the establishment of this work with the branches and also the calling of an appointment bureau conference before the next annual meeting. Late in February we sent out to all the institutions of our membership and to one or two others a tentative announcement of the conference, asking if they were interested in holding it, what topics they would suggest for discussion, and whether they would send a delegate if it were held in the late spring at Smith. We had acknowledgments from practically every institution addressed, and expressions of interest and desire for collaboration from a considerable number. We sent at the same time a list of questions regarding appointment bureaus maintained by the universities and colleges for their graduates and former students, asking about such matters as its managing staff, number of registrations and calls for teaching and non-teaching positions, number placed, what were considered the chief problems and needs of the work, whether students were given any special vocational guidance while still in college, whether lectures were given on vocations, etc. We also requested full sets of the forms used and two copies of any registers of graduates containing occupational information.

After considerable correspondence and the receipt of considerable valuable information, the conference met at Smith in the last week in May. Wellesley was represented by Miss Mary Caswell, Secretary to the President and for many years in charge of the appointment bureau, and by Professor Anna McKeag of the Department of Education; Bryn Mawr by Dean Marion Reilly and Dr. Marion Parris; Mount Holyoke by Dean Florence Purington; Simmons, by the registrar, Miss Evelyn Walker; Cornell, by Mrs. Gertrude S. Martin, Adviser of Women; the Boston Bureau by Miss Laura D. Gill, its director, and the New York Bureau by Miss Mary V. Clark of its executive committee. We regretted that representatives from the western state universities found it impossible to attend, although several had hoped to. Mrs. Martin of Cornell presented most eloquently, however, the vocational problems of the women in a large coeducational university.

All the circumstances were most favorable to the success of the conference. Two days of perfect weather revealed the loveliness of the Connecticut Valley in May; the college put at our disposal for meetings the large and handsome history seminary room in the library, and extended its hospitality in various other ways; the delegates present were few enough in number for genuine informality, and interested and equipped so that they spoke out of abundant practical knowledge. The first meeting was devoted to reports from the colleges represented of the organization and work of their appointment bureaus; the second to an

illuminating talk from Miss Gill on vocational advising of college women as she saw it after her year and a half of experience at the Boston Bureau, a forcible presentation by Mrs. Martin of her work at Cornell, and reports from Miss Clark on the New York Bureau and Miss Parris on her work with the branches. The meeting on Saturday morning was given over to practical discussion of coöperation between the college and the city bureaus, uniform registration forms for the different colleges to use in their collaboration with the bureaus, and a uniform record card for occupational experience. Small committees were appointed to take up these matters and one or two others, and it was informally decided to hold a somewhat similar meeting in connection with the meeting of the Association of Collegiate Alumnae in New York in October.

The general impression seemed to be that the conference had been of real advantage, had brought about a better understanding of the vocational situation as it stands at present, and had made suggestions for the development of certain common policies among the women's colleges. Not the least interesting aspect of the conference, to my mind, was the fact that it was practically the first meeting of representatives of the women's colleges to discuss concrete matters of common interest. Some of the women trustees have met for this purpose, but not, so far as I know, officers of administration and instruction.

I cannot close this paper without referring briefly to a topic which I hoped to have space enough to dwell upon more at length—the Smith Faculty Committee on Recommendations, of which I have been chairman for four years. I feel deeply grateful to the opportunity given me by service on that committee to come into close touch in a very practical way with this whole vocational movement. It is largely responsible for my deep interest in the subject in all its ramifications. From the first, on that committee we have been especially interested in non-teaching openings for Smith women, and we receive each year a larger number of calls for trained women as secretaries, heads of institutions, workers in various lines of social service, advertising managers, etc. One of our chief needs is to be in personal connection with alumnae who have had some experience in these lines but who wish promotion to more responsible positions. The occupational catalogue shows us who many of them are, but we are always glad to know of them more personally. There seems to be an impression that the college confines its occupational recommendations merely to the members of the graduating class or to recent and inexperienced graduates. This is far from being true. Each year we have placed some graduates of wide experience. With the opening of the Bureau of Occupations in New York next fall and with the continuance of our relations with the

Boston bureau, we expect to do even more than we have done for Smith women who seek our aid.

It seems to me that Smith has cause for congratulation in the lead she has taken in this vocation movement, and I can only hope that the college on its side and the graduates on theirs may continue to further it, not only for their own interests but for the larger and more permanent interests of the social order of to-day, in which the educated woman has an ever increasing share and responsibility.

Smith College.

THE QUESTION OF SCHOLARSHIPS

ALICE WELD TALLANT

The rapidly growing demand among women for a college education is one of the striking features of our day and generation. It is but a short time since college women were considered something a little apart from the ordinary run of things, yet now girls of all classes are thronging to the colleges, crowding their waiting lists, and clamoring for more opportunities. This rapid change means something more than that the young women of our country have become suddenly and universally seized with a thirst for knowledge. It means among other things that women as they begin to take their place among the world's workers, are finding that it is to their economic advantage to have the backing of a college training.

At my first college reunion one of the toasts assigned was "The Commercial Value of a B.A.," and I for one never thought of the subject as deserving more serious consideration than it was likely to receive in a toast. I have lived to see the error of my ways. College graduates by their invasion of many professions have made for themselves so secure a place that they have created a demand for more of their kind. It is not only the ranks of the teachers that must be recruited from the colleges—although a cursory glance at private school announcements would suggest that in this particular branch of teaching the college women are fairly excluding the non-collegiate. If a woman is going into the study of medicine, she will find that the value of her college education is recognized not simply by the particular medical school which she may have chosen but actually, in some instances, by the state in which she desires to practice. It is perhaps not a matter of common knowledge that the medical examining boards of eight states have adopted a preliminary requirement of one or two years of college work in addition to the regular four years in a medical school.

If a girl's inclinations lead her toward the ranks of social workers she will find a surprising accumulation of college graduates and a con-

stant cry for more. From the recent suggestions that college women should enter the field for the higher positions in the department stores, it would seem that even here their presence will soon be demanded.

With the world growing thus insistent on college training it is no wonder that the numbers of girls applying for entrance to the women's colleges should be steadily increasing. Nor shall we have cause for surprise if those who must earn their own living find it more and more necessary to secure a college education, even after taking into consideration the expense of the course and the four years' postponement of the time when they can begin to earn. Such a girl must of course obtain her education at the lowest possible cost, and must help herself in every practicable way, in order to avoid becoming a burden to her family during her course. There are three main methods of procedure open to the student of limited means: First, to reduce her expenses; second, to earn money by working outside of college hours and in her vacations; and third, to secure financial aid.

The reduction of expenses probably appeals to most of us as the simplest method, for we are all familiar with the processes of economy, and practice it in times of stress, even though we may share Anthony Hope's misgivings on the subject. It is true that economy is good as far as it goes, but it is also sadly true that in the matter of college expenses it does not go very far. Even for those who are most careful there always remain the large items of tuition and board. As to the former there is no way of economizing, while, in these days of the high cost of living, it becomes so increasingly difficult to save on board, without later paying the price entailed by insufficient nourishment, that such economy is of doubtful value.

We need not discuss the ways in which money can be earned, for we have all known the girls who worked, and admired the pluck and endurance with which they carried through their plans. But there are limits to what even a college girl can do, however abounding her energy or resolute her will. No one doubts the value of the sturdy self-reliance that comes to such a girl, but we must regret even that if it is bought at the expense of health and strength. Moreover, there is often an incalculable amount of nervous strain in the constant struggle to make both ends meet, which may tell in the end, even if it does not affect the girl's work while in college.

To carry on any considerable amount of outside work in addition to the regular college course means expenditure of time and division of energy. By the simplest mathematics it is plain that the more time a student gives to earning the less she has for studying, and that a certain amount of vital force is bound to be taken from her college work. A conscientious girl naturally makes every effort that her studies

shall not suffer, and what she loses is for the most part that combination of many things which makes up what we all know so well as college life. With all due deference to the value of the academic work, I think I am fair in saying that from this same "college life" we gained what makes us rank it so high among the courses of study that we would not willingly have any student miss her share of it.

There remains yet to be considered the question of obtaining financial aid. This usually means borrowing money and so assuming a debt which must be carried well into the earning years; and while it is better to borrow than to break down with overwork, most of our traditions weigh against this method.

At first sight the student's choice of ways and means might seem to be purely a personal matter, but in reality it is one of importance to her college as well. In these days of the gospel of efficiency it is distinctly to the interest of every college that its students shall plan their work in the way that makes for the greatest efficiency in results, not only while they are pursuing their course of study, but after they go out to take up their work in the world. A brilliant college record is no advantage to anyone, if it is won by an expenditure of vital force which cripples the woman for later productive work.

Thus we find that the colleges are all entering into the work of helping the needy student in the way that shall be best for all concerned. In the matter of reducing her expenses they can offer little aid, as they are already giving their students far more than is covered by the tuition fees. Some effort has been made to provide coöperative houses, like our own Tenney House, in which girls can live at less cost. Such a house at Bates College brought down the weekly living expenses to a figure which was wonderful to me seven years ago, and which I should not dare even to quote in these days of soaring prices. An extension of such opportunities would probably be a great help in solving the problem of cheaper board. In none of the colleges does outside work as a means of self-support receive official recognition to any great extent, although such agencies as a College Exchange may be established, usually through the student, to bring the work more easily within the reach of those who need it. Instead the emphasis is everywhere thrown on financial aid in the form of scholarships provided by the college from funds set aside or explicitly given for the purpose.

These scholarships are of two types. One, usually based on competitive examinations, is awarded for excellence in studies; the other is intended as financial aid, although naturally not given to low grade students. The latter is the type most widely used. At Smith College all scholarships are of this second type, being "awarded...upon informa-

tion obtained from the applications and letters forwarded" and "based as far as possible upon the need of the student." At Wellesley "satisfactory character, health, scholarship, practical ability, industry, and frugality" are stated as entering into the decision; at Vassar scholarships are for those who can "prove they are excellent students" and also present satisfactory evidence in regard to need of assistance. At Mount Holyoke "both class standing and financial need are taken into consideration"; at Bryn Mawr, excepting eight competitive entrance scholarships, "many of the other scholarships are given only to students who need financial assistance." Cornell and Barnard maintain both types. While it is of course important to consider the students' marks in making such awards, we all know that marks are not everything, and it is good to find that character, industry, and practical ability carry weight as well.

The number of scholarships awarded means little in itself unless we consider also the number of students in the given college, and the amount of money comprised in the scholarship. Thus both Vassar and Smith give assistance to about one hundred students annually, but this aid is proportionately much greater at Vassar with 1053 undergraduates than at Smith with 1611, particularly when we consider that at Vassar the "sums vary from \$100.00 to \$300.00," while at Smith "the amount usually awarded is one-half of the tuition, or \$75.00." Barnard offers thirty-four scholarships (seventeen competitive), usually \$150.00 each, to her 497 students, and Bryn Mawr, so well known as a small college, awards about fifty scholarships of \$200.00 or \$250.00 each.* Thus Smith is seen to be behind the other colleges both in the proportionate number of scholarships to students and in the sums awarded—another place where we have grown too fast for our resources. The Registrar may well say, "There are many more applications for scholarships than the college is able to meet, so that we should be very glad to have as much money as possible to assist the large number of students who desire help."

There is one point in which the policy of Smith is quite at variance from that of the other colleges, and that is in the apportionment of scholarships among the different classes. With us the freshmen secure a relatively large number (having received in the past year thirty-four out of the available one hundred) while at the other colleges, with the exception of the competitive scholarships at Barnard and Bryn Mawr, awards to first year students are apparently rare. Personally I am in sympathy with an arrangement which gives early encouragement to a hard-working student, but I also feel that more scholarships should be

* All statements in quotations are taken from letters received from the Registrar, Secretary, or corresponding officer of the given college.
See page 215.

secured to be made available for girls of the upper classes whose needs are no less pressing and whose records are better known than those of the freshmen. It is no wonder that the Students' Aid Society is finding such need of its services, even though the loans are made only to students of the three upper classes, and that Mrs. Webb says, "We emphatically do need more scholarships."

Smith also differs from the other colleges under consideration in that scholarships are awarded "by the President of the College," no reference being made to the faculty or other officers of the college in this connection. At Barnard, Bryn Mawr, Vassar, and Mount Holyoke a committee of the faculty usually passes upon the names of the applicants; at Wellesley certain scholarships "are awarded by a special committee of the faculty" and others by "the administration of the college, that is, the President, Dean, and the officers associated with her, who know, or who have sought to know, the students life on all sides." It would seem as if such a committee would be of great assistance to the President, although this statement is not to be construed as a criticism on the workings of the method pursued at Smith.

When I reluctantly consented to go into this subject I told the editor that I was at least open-minded, as I had neither knowledge nor convictions with regard to it. What I have established in my own mind is a conviction of the great need for more scholarships at our own college, if we are to enable our self-supporting students to make the most of the opportunities offered by a college education.

BUTTERFLY DAYS

ELIZABETH BABCOCK

(Reprinted from the 1911 *Class Book*)

Bright, glinting sunshine,
Meadows of green,
And air that is sweet with the budding pink clover;
Soft bending grasses,
Silvery sheen,
Ah! what a day for a butterfly rover!
Sailing the daisies o'er,
Bright wings uplifting,
Lazily lighting on flower-topped spray;
Daintily poised,
Or idly drifting,
Ah! what a life for a butterfly gay!

WHAT ALUMNAE ARE DOING

A SCHOOL PAGEANT

ETHEL DE LONG

The plan for a pageant of chivalry, commemorative of the Tennyson Centenary, started life at the Manual Training High School as a celebration for the birthday of the neglected Washington, eclipsed in honors by Lincoln. It happened in this fashion. An English teacher said to me: "We don't pay enough attention to Washington in this school—everything is Lincoln. I wish we could get up a celebration for Washington's birthday." I answered doubtfully: "I've never felt very enthusiastic about him myself. I couldn't be much help. But if we could celebrate him with a pageant of Revolutionary times—that would be fascinating." Warming at the thought, we asked an art teacher if she would like to help. "It's a fine idea if only we could have armor in it. I've always wanted to stage something with armor." It was from no weak yielding to this teacher's ambition that we abandoned at this point the father of his country, but an instantaneous perception came to us of just what a pageant with armor in it might mean. The first year English classes were studying Scott, the juniors, the Idylls of the King. A pageant of chivalry might grow directly out of their class work, and the writing of the episodes might be a new way of teaching both literature and composition.

Our pageant had an experience remarkable in human affairs. It was never "turned down." If it asked help of anyone, not only was the help never denied, but it was given with enthusiasm.

In the beginning some critics doubted; in the end none. Some wondered whether the children would forget the various uses of the semi-colon under Merlin's magic, or would "go down" in mathematics. But the careful record of their grades kept before and after their work on the pageant showed that those who can do work of high artistic interest can do so without sacrifice to their routine work. Most of the children retained their standing; of the variations, the greater number did better work than they had before.

The general plan of the pageant was carefully worked out by the originators, so that the episodes might represent typical aspects of chivalry and the whole presentation be orderly and unified. To make it serve also as a commemoration of the Tennyson Centenary we decided to use only the Arthurian characters, and to draw mainly on the Idylls of the King for incidents. The plan presented to the English classes was as follows:

PROLOGUE, BY MERLIN

EPISODE I

The Magic Sword

Wherein it is shown how Arthur, by drawing out a magic sword which none could handle, proved the right to be King of England.

EPISODE II

The Coming of Guinevere

Wherein is shown how Guinevere was crowned Queen, and how her coming was the beginning of that fair order of the Table Round.

EPISODE III

Arthur's Justice

Wherein is shown how Arthur dispensed justice, and how Gareth gained his quest.

EPISODE IV

The Knighting of Galahad

Wherein is shown how Galahad, after a night of vigil, was made a knight of the Table Round, by his lord, King Arthur.

EPISODE V

The Queen's Bower

Wherein is shown how Guinevere crowned Gareth with a chaplet of fair oak leaves, and how Elaine, the Lily Maid of Astolat, came to the Queen's bower.

EPISODE VI

The Holy Grail

Wherein is shown how the knights swore to seek the Holy Grail, and how Arthur set true knightly service above the pursuit of a vision.

All details were worked out in the classes writing the episodes, by the class in full meeting, or in small groups. They might get material anywhere. They might borrow the language of Howard Pyle, or Malory, or Tennyson.

At the start, enthusiasm ran high; they read widely and eagerly. They discussed, with a power we had not seen in them before, problems of eliminating Tennyson's epic material, or of rearranging it; they pondered whether Galahad would have had much to say after seeing the vision of the Grail, or whether he would stand silent among his fellows. Their ideas on dramatic construction and character portrayal showed an unknown originality. An interesting light was thrown on the question whether high school students should be asked to write verse. Many people regard a class exercise in writing verse as an affront to the unimaginative child's inalienable right to prose. We expected prose episodes in the pageant with large purple patches of blank verse when the children wished to quote. But when the

manuscripts came to the dramatics committee, four of them were in blank verse throughout, and very good verse, too. The teachers had made no requirement of this sort. The children "just wanted to do it that way."

Some of the episodes were literally the work of the entire class, each one having brought in a manuscript, the best one then being chosen by class discussion. To this one as a foundation the best material of the others was added. They say that an author's pride in having one or two good bits of her own incorporated in the mosaic was very great. The small girl who suggested having the cathedral bell strike the hours of Galahad's vigil waited most anxiously for the slow tolling of twelve.

About four weeks before the presentation, the active work of the dramatics committee began. One of the first decisions was to select a different cast of characters for each episode, in order to give no "Principal" too heavy work, and to make opportunities for as many children as possible to act. Heralds, trumpeters, and mob characters were, in most cases, the same throughout the different episodes. Four boys played the part of Arthur, as many more Launcelot. Eighty children had necessary parts. Such a change of cast undoubtedly weakened somewhat the dramatic impressiveness of the pageant, yet it undoubtedly extended its educational value.

In order to secure unity of spectacular effect, a committee of art teachers worked out the general color schemes, decided on types of costumes, planned all the accessories, such as banners, spears, shields, and armorial devices, and made complete charts in color of every costume.

The women teachers of the school oversaw the construction of the costumes, each one being responsible for a very small group of actors. Such questions as how to construct an archbishop's mitre, or a herald's trumpet had to be referred back to the Art Department where they always seemed to know just how it should be done.

Our dim old building glowed with colors of chivalry. In the unused tower, Mr. Starts, our artist-teacher, was painting a great tapestry curtain, on seven-cent burlap, to hang in long straight folds from ceiling to floor of our ugly old stage, and to be the background of the varied action of the pageant. In the basement, competing with the noise of the ventilating engine, a King Arthur rehearsed daily, trying to put into his tones the feeling that burned within him, and at the same time remember not to drop his *g*'s. Teachers went through the corridors with strange looking bundles on their arms, of canton flannel, or the best parlor portières, to be transformed into knight's robes. Children brought curtain chains for king's ornaments. The sewing department

was constructing nun's costumes out of flour bagging dipped in "Easy Dye." The physiography teacher decided, in her enthusiasm, to color the canton flannel for the archbishop's cope, since the harmonious shade of pea-green prescribed in the art department's chart could not be found in the stores. Boys were experimenting with the helmets, and painting devices on sheet iron shields. One boy was giving every spare minute to the construction of a simple electrical contrivance by which the magic sword could be made to flare as Arthur drew it from the anvil. Practising his challenge, the messenger of Mark startled his fellow-actors every day by the spirited hurling of his gauntlet. I am afraid that, for a little while, we may all have forgotten the semi-colon!

In a performance which was so truly a school undertaking, it seemed that there could be but few chances of failure, and yet the first presentation was a success beyond our hopes, in beauty, in dramatic impressiveness, in imaginative appeal. The curtain with its magic castle, seen through dim woods, far off against the sky, transported one to the past, even before Merlin, the mage, appeared before it to tell in a singularly beautiful and solemn voice, of the retinue of knights and ladies whom he would call up. Upon his disappearance came a herald and a trumpeter to announce the episode. "The Coming of Arthur" had a wonderful power, even to us who had trained the actors: the waiting Kings, impatient at the Archbishop's faith in the prophecy, the slow counting of the Archbishop as he trustfully expected the coming of Arthur before he should have reached five hundred, at last the approach of Merlin, with the fair young Arthur; then the dramatic moment when the boy stepping up to the magic sword, drew it flaming forth. In spite of our anxiety lest the fuse should not work at the right moment, and our fear that the triumphant cry of the knights, "Hail Arthur," would not come in on time, we felt a child's delight at reading Howard Pyle's story. It was all dramatic, touching, vivid. More than this, it was splendidly spectacular. The cheap materials, the makeshift contrivances that had looked so poor to us, contributed to an effect of surprising charm and richness. Even the homely necessity for having knights and ladies pass in and out through the audience, did us a service in its simplicity and directness.

Stage hands brought in an altar and hung behind it a scarlet cloth, brodered in gold, and we were ready for the coming of Guinevere. The trumpets were heard far off, and then the cries of the people, "Long live Guinevere!" Then came the Queen with her retinue bearing "branches white with May." The most stirring moment of the episode, however, was the hymn of the knights, after the order of the Table Round had been instituted:

"Blow, trumpet, blow, for the world is white with May."

Mr. Philip Goepp, of Philadelphia, had written special music for it, fairly breathing chivalry.

The fourth episode, because it seemed most typical of chivalry, had been assigned to the youngest class, who were studying the ceremonials of knighthood. In its simplicity and naïve sweetness it was, perhaps, the most beautiful of all. Only the candles on the chapel altar lighted the stage. In the quiet of night came Galahad, led by two "ancient knights to pass the hours till morning in vigil and prayer." Kneeling before the altar, he turned a childlike, serious face toward his armor, placed there by his squire. A line of silent gray nuns, tapers in hand, came in to sing an even song, and softly went. The cathedral bells tolled the slow hours, as he knelt there absorbed, once singing an orison. Then the morning came bringing the king and his knights to complete the ceremony. Kneeling before him, Galahad addressed the king:

"Most gracious king, make me knight of thy Table Round that I may faithfully serve thee in hall and battle field, with a loyal heart and a strong right arm. * * * As a goodly knight I shall serve faithfully God, my king, and England, my country. Man am I grown, a man's work must I do. Follow the Christ, the king. Live pure, speak true, follow the king." And the king answered: "Take, then, these vows." * * * Then, amid the acclamations of the elder knights, while the trumpets played the Crusader's Hymn, Galahad passed out.

The pageant closed with an episode that foreshadowed the inevitable end of the old order, and yet was its highest climax. Into the group of excited knights in the very act of swearing to seek the Holy Grail, came Arthur, from smoking out a den of robbers. His dragon banner was borne aloft in triumph. While the seekers of the Grail told their story Arthur stood in their midst, grave and silent. Then his answer came full of grief and of rebuke:

*"Oh Galahad, my pure knight, for such
As thou art is the vision, not for these * * * yet
Go for your vows are sacred, being made."*

As the court came sweeping into the hall, the king, with lifted arm and tender, solemn voice, gave them his last farewell:

*"Live pure, speak true, right wrong, follow the Christ,
Else wherefore born? God shield ye from all harm."*

Then nuns, priests, ladies, pages moved out to the cathedral singing an ancient song—all save Arthur, who walked behind his knights with bowed head. As they passed out through the audience the words rang out clear and strong:

"Rejoice, rejoice, He guards his children well."

We do not question the value of our pageant. Such an event could come only at intervals of several years in the life of a school, because of the extra amount of work it means, no matter how well it is related to the daily work.

In the pageants of Bury St. Edmunds, Dover, and the English Church are many suggestions of ways to make the pageant form useful in education. Pageants of Homeric days, of Norse Mythology, of the English occupation of India are still to be given. In the power of the pageant to make vivid to the average child a great past, in its really cultural elements comes its greatest value. It stirs the imagination and creates sympathy with feelings and ideals that were barely understood before; but how it can set students working in the records of the past, how it inspires them to write blank verse, how it asks for the best that a boy can give, whether it be painting devices on shields, or learning to speak like a king, how it secures loyal coöperation in a great school, few people know.

CURRENT ALUMNAE PUBLICATIONS

COMPILED BY NINA E. BROWNE*

[The editors of the QUARTERLY will greatly appreciate the coöperation of all the alumnae and non-graduates in making these lists complete. Kindly send any contributions of your own to Nina E. Browne, 44 Pinckney Street, Boston, and notify her of any other current publications which you recognize as the work of Smith alumnae or non-graduates.—EDITOR'S NOTE].

Continued from the April number.

Bray, Josephine C. 1895. Down ole home in New England mag. Apr.

Collin, Grace L. 1896. Bobby Morris, connoisseur in Amer. baby, May.

Crowell, Jane C. 1895. The cup of friendship in New Eng. mag. Mar.—From Good Friday to Easter. In the shadow of the cross in Springfield republican, 16 Apr.

Davis, Fannie S. 1904. Myself and I in Atlantic, Apr.—Reveille in Century, May.

Dean, Emma J. 1885. (Mrs Hutchins) Equal suffrage notes [weekly] in Boston Sunday herald beginning May.

Dunton, Edith K. 1897. Three plays for iconoclasts [by Bernard Shaw] in Dial, 1 Apr.

Flershem, Albertine W. 1897. The married college woman and divorce in Ladies' home jour. 15 Apr.

Fletcher, Louise, 1900. (Mrs Tarkington) The convalescent, in Scribner, May—A timid lover in Smart set, June, 1911.

Fuller, Caroline M. 1895. The bramble bush. N. Y. Appleton.

Hastings, Mary W. 1905. (Mrs Bradley) Assisting John in Good housekeeping, June—The indifference of Molly in Woman's home companion, May.

Ingram Lucy, 1890-91. Mrs Topliff) Familiar talks by the way [circular of lectures] Brookline.

* Notification of omissions or corrections are requested. Copies of the publications are wanted for the Alumnae Collection.

† Already in Collection.

- [†]Kelley, Helen M. 1902. (Mrs Marsh) *Cyclamens in Circle*, June.
- [†]Merriam, Florence A. 1882-86. (Mrs Bailey) The haymakers of the rock slides *in Forest and stream*, 8 Apr. —The oasis of the llana *in the condor*, March.
- Miner, Maude E. 1901. The Chicago vice commission *in Survey*, 6 May —[†]Secretary's report *in New York probation association*. Second annual report, 1910.
- [†]Sterne, Alice L. 1891. (Mrs Gitterman) Students' questionnaire series. Law quizzers for law students. No. 1. Common law pleading. N. Y. Lawyers' coöperative publishing co. 1910.
- Walker, Emma E. 1887. Pretty girl questions [continued] *in Ladies home jour.*
- [†]Welles, Mary C. 1883. A glance at some European and American vocational schools for children from twelve to sixteen years of age. Hartford, Ct. Consumers' league of Connecticut.
- Wood, Georgia, 1892-93. (Mrs Pangborn) If love be love *in Scribner*, Apr.
- Wood, Julia F. 1897-99. Hearne's examination *in Century*, June.
- [†]Woodberry, Laura G. 1895. The development of coöperation through the confidential exchange of information *in Field department bulletin*, Charities publication committee, July—also 2 blanks for information.
- Powell, Rev. Lyman P. Allow us to introduce Pres. Burton of Smith College. Portrait. *in Good housekeeping*, June.

THE PLEASURE AND PROFIT IN FARMING

SUSAN HOMANS VOLLMER

The editors have asked me to tell of my four-year-old experiment in farming. I am not a writer, but I can follow Mark Twain's advice of "when in doubt speak the truth."

The farm idea came to me after a period of teaching in New York, when city life palled, ill health threatened, and visions of a homeless old age began to haunt me. I questioned thus: Since the small farmer of the East is the most unenlightened of men why would he not prove a less formidable competitor than his more able city brother? And why shouldn't a Smith College training enable a woman to substitute "book-farming" for agricultural experience? Also are not independence and a home in the country worth working for?

To find the answer I bought a piece of land sufficiently near the city to insure a good market and to give promise of an increase in value, so that if farming failed, there might still be gain in real estate speculation. It was a run-down farm of eight and a half acres with house and barns at Huntington, Long Island.

My leisure was spent in pursuing home correspondence courses in agriculture, horticulture, and chicken raising, and in reading farm literature.

The next question was what branch of this work to undertake. To learn one subject thoroughly seemed the simplest method, but in point of fact specializing in some one product means complications in the labor problem which is the bugbear of the inexperienced. For example I visited a successful strawberry farm in New Jersey where the work appeared easy and profitable, till I learned that two hundred pickers were necessary at harvest time, and then it ceased to attract me. If one hired man constitutes a problem for me what would two hundred amount to?

So I decided to specialize in customers instead of in crops, and I planned out a one-man farm and planted all possible varieties of vegetables and fruit. I send part of these farm products to New York. They are picked early in the morning, packed in four or six-basket carriers, and delivered in the afternoon of the same day by the Long Island Express for a moderate charge to families in the city. This eliminates the middle-man and guarantees fresh food to the customers. I also find a market in the village of Huntington and among the summer residents. My asparagus has been especially popular this spring, and peaches are also in great demand in their season, people calling for them in carriages and automobiles. I have recently set out an additional orchard of the favorite kinds.

My man-of-all-work is of the colored race. He lives on the place with his family, and is helped at the busiest seasons by a day laborer, and during the summer months I employ a school boy. My mistakes have been many, but I have been helped by visits from advisory experts some of whom are reliable and may be looked upon as farm doctors in time of need.

One of the by-products of my venture is a jam-kitchen which my sister has built on the farm. The cause of truth bids me risk being called a bromide and say that "we eat (or sell) what we can, what we can't we can." There is a demand for moderate-priced "bottled fruits," as the English call them, and last summer my sister's output was more than three thousand glasses.

There is still another profit-earning side to my project which I call a week-end sanitarium. I open my house on Saturday and Sunday to city friends and acquaintances who need rest and want to go to the country for it. They come as paying guests, and even my friends like the independence of such an arrangement, which allows them to invite themselves when in need of an outing. The plan has advantages for the farm to be summed up as follows: The greater part of the week is left free for out-of-door work; the short week-end visits require no extra household service; the needs of the guests for fresh air, quiet, and good food can be supplied at little cost; it is a means

of advertising the farm products, and the guests frequently become customers; and, best of all, it makes a welcome break in the loneliness of country life.

On a farm you can make your own standards and ours differ from city ways. Our household ideal is a simple, labor-saving life. There is a story of an old lady in Vermont who thanked God that one gift had been given to her and that was the gift of poor housekeeping. I think I know what she meant,—that she was free from the traditions of the New England housewife.

We eat our meals out-of-doors on a screened piazza without non-essentials such as table cloths and doylies. We never employ a servant of the conventional type (perhaps it is a case of sour grapes). A houseworker is found at the agency for the placing out of women with children, who is well adapted to country life. We restrict our fare to farm products, but these include, besides the fruit and garden "sass," contributions from cow, hens, broilers, and pigs, as well as fish from nearby waters when one of the farm hands goes fishing.

I hope this brief account may tempt some other woman to look more closely into the joys of farm life. Figures have been worked out and published as to the necessary capital and probable profits of such undertakings based on actual experiences under various conditions. Bolton Hall's books are helpful along these lines. In my own case I had what capital I needed, and I also have done other work for the three winter months, but I am able to judge what might be accomplished under less favorable circumstances, and I feel sure that any practical woman could begin such work in a small way with very little capital, if at first she would make her house earn as well as her land. She would not have as much spending money as in a salaried position, but independence and a home count for much, and the chance of growth and increase in profits would lighten the earlier drudgery.

One of the visiting experts told me I ought to realize five thousand dollars a year from my farm when the trees come into full bearing. This will not happen, for my mistakes will discount that prophecy, but at least it shows the possibilities of a few acres according to one in authority.

In this new work I have been grateful to my college training which taught me how to learn and which gave me a respect for authority which some of the farmer class lack. So let me close by asserting in the words of the advertiser that if my farm has had its measure of success Smith College "did it."

LET US TALK OF MANY THINGS

ANOTHER POSSIBLE VOCATION

ing, but what proportion of us really like it? There are some of us who do it well, who love it; there are others who find it fairly congenial and do it well enough to earn their salaries; but there are some of us who try it, find ourselves wanting, hate it, and seek something more to our minds.

Let me put in a plea for social work in connection with hospitals as a possible vocation. It is a comparatively new department of social work, and one that is rapidly growing and demanding more helpers. Briefly stated the medical-social worker's job is twofold: (1) to help the doctor by investigating and becoming familiar with the patient's home conditions, so often the cause of his illness, and (2) to help the patient to smooth away difficulties, financial or social, which hinder or prevent his following the doctor's advice and regaining his health.

It is a varied work, for the patients' ills are of every known sort and require treatment of all kinds. You may teach a tuberculous woman how to live an outdoor life in a city tenement or find a way of bringing the diversions and pleasures of city life to a crippled or neurasthenic woman on a remote farm. You may try to convince an old man that a two weeks' sojourn in the hospital will be a rare treat for him and restore his youth, or you may endeavor to persuade an impish and independent ten-year-old that the dentist can *painlessly* eradicate certain evils in his firmly closed mouth. You, a spinster, can even try your hand at making the moth-

Teaching is to most of us the line of least resistance when we first start out to earn our liv-

er of seven (four of whom she "buried" in infancy) believe that bread and milk is not the best diet for her youngest, aged three months.

You may help with every sort of case, or you may confine your attention to one particular sort—the tuberculous, the nervous, the blind—but there is always plenty of work for you and much enjoyment. And you have one great advantage in medical-social work:—the patient has always *come to you* for help. He has come because he feels ill and wants to feel well, and you are the doctor's agent to help him to achieve this end. You do not intrude yourself on him to investigate his neighbor's complaint of him or because his landlord cannot get his rent paid or because his children seem neglected. He has sought you out, and so your entrance into his home is with his good will.

There is no doubt that in this hospital work, a trained nurse or doctor finds all her training of the greatest value, but there is also room for those of us who have not had those advantages, but who have some common sense and perseverance and who recognize our limitations. We do not undertake to have medical training, but we can help those who have it to relieve much distress.

It is a vocation that is at present connected with hospitals, but is there not room for it as an aid to physicians in any city or town in their private practice, or as a supplement to district nursing?

It offers chances for those of us who must earn and also for those of us who must work whether we are paid or not, and I can cheerfully recommend it as a greedy and interesting consumer of time and thought.

ELLEN T. EMERSON, 1901.

ADAPTABILITY AS AN ASSET On receiving the request of the affable editor of this department to contribute to it, I longed to have spring from my brain, fully written as it were, a polished essay on some noble subject, whose rolling phrases, surging on to some grand climax, would be not only worthy a place in the QUARTERLY, but also a credit to my class, and, in addition, definite proof that the domestic life is not an intellectual anæsthetic. But the noble idea refused to filter through; patient waiting availed nothing. Concentrated thought brought out only an opinion as to the relative merits of Eskay's Food or Peptogenic Milk Powders as a milk modifier. Here I am with an excellent opportunity to speak and nothing to say that is not likely to fall into the great divide on its way East, lacking any carrying force. I am reminded of a story of a California suburban funeral, where the friends of the deceased were asked by the minister to speak a few words in his praise. No one broke the silence for a time. Finally an enterprising real estate dealer rose and remarked that as there was no evidence of anyone wishing to say anything about their dear departed friend, he would take this time to speak about the merits of Los Angeles as an ideal place for property investment. Thus it is with me: the subjects which crowd my thought seem at variance with the occasion. There is my favorite receipt for Italian rice, but while it would be a practical boon to the readers of this or any other magazine, as a literary offering it would be insufficient.

Then for subject matter I might choose my cooks. Three have left me by the matrimonial route, and the history of their kitchen courtships and pantry flirtations would lend at least a warmth to this number. I might narrate how of a Thursday afternoon off, one of these Juliets was wed, not having mentioned the fact to me beforehand, and how she returned to me to

finish her month out. She was French and sweet forty-one and assured me that the only matrimonial stumbling-block had been the difficulty of finding a judge who was not at the aviation meet: such are the signs of the time! Though she was an excellent cook, to have a blushing bride at large in my kitchen made me nervous, for I never knew at what moment her sixty-year-old Lochinvar, the prosperous Italian proprietor of several boot-blacking stands, might appear to claim her, and I was relieved when the month was up and this French-Italian alliance consummated.

However, I recall that cooks have already been well done in these columns; by one who in my freshman year made a most stirring Petruchio. How I remember clamping my heels in the rounds of the fire-escape at the Academy of Music, and hanging in the door-way to listen to her ardent wooing of a beautiful Katherine. To realize that those same well-modulated tones had since learned to cajole a cook was a touch of nature that certainly makes all the alumnae kin. This very diversity of talent of the erstwhile Petruchio leads me to the subject about which, the great idea having failed me, I would like to say a few words in the friendly corner of this club room; that is, that adaptability of the college girl which is perhaps the most used corollary of the much discussed "trained mind."

Not all of us can come forth from our Alma Mater bearing the hallmark of genius. Some of us do, of course, but the vast majority of us do not. But I defy any girl to arrive at the end of her four years course without possessing in some degree that very necessary lubricant of life, adaptability. By adaptability I mean that pliancy of thought which is the result of viewing many subjects from varied standpoints: from meeting many people in myriads of moods, for which there is no better training school than a college. This ability to adjust ourselves to circum-

stances, which not infrequently causes the circumstances to alter to suit us, is manifested in a multitude of ways, according as our destiny is high or low. With those of us who have talent or ambition or both this adaptability is often the key to a managerial or editorial sanctum, to a salon or a library.

In the domestic environment adaptability evidences itself in the ability to make a good cake with sixteen eggs when eggs are cheap, but a better cake with one egg when they are dear. Or in that facility of manner which enables us closely to cross-question the butcher as to prices in one minute, and in the next to advance to the drawing room with the subtle air of the prosperous, to greet effusively the wife of our husband's well-to-do business associate with whom we wish to ingratiate ourselves.

But adaptability is more than capability or mere tact. Its dominant motive power is kindness: that kindness which is the mellow fruit of experience. We enter college with many rough corners, and we surely gain there a rich experience which sends us out into the world with some, at least, of that gentle appreciation of others and their ideals, which is an essential for anyone who makes a success of life in any community. Adaptability is viewing the acts of others through the lens of good will, which brings the resultant peace.

Unfed by facts, the old-time criticism of the college girl as such, is dying a well-deserved death. It is generally conceded that the college woman is efficient and capable. And I affirm that more than this, she is apt to be more adaptable than her less fortunate sisters who have not had her practical training. From her four years work and constant contact with her companions in a miniature and essentially democratic world, she acquires a degree of social efficiency, which in its best sense, certainly ranks high as an asset in the larger world, and which manifests itself as adaptability; that adaptability among

whose factors are genial good fellowship and friendliness.

What we learn from books during our four years training may not in the full minutiae of detail remain with us; but what we learn of adaptability is a heritage which we can never lose, and in that degree that we do attain it, we have made the most of our collegiate opportunities.

LUCIE LONDON MOORE, 1904.

***SOME DATA ON DIVORCE**

In a recent investigation of the marital status of women graduates of colleges with a special view to ascertaining the divorce rate among college women, I have collected the following figures. These figures are accurate concerning the graduates of Bryn Mawr, Smith, Vassar, Wellesley, Wells, Radcliffe, Rockford, and Northwestern University for the period of 1870-1901 inclusive. Before 1870 there were too few women college graduates to give any figures of value, and at least ten years must elapse after graduation to give time for statistics.

Number of women graduated 1870-1901 (inclusive)	7660
Number of women graduated 1870-1901 who have married... .	3594
Number of women graduated 1870-1901 divorced or separated	44
Number of women graduated 1870-1901 who have had at least one child	2464
Number of women graduated 1870-1901 who have had more than one child.....	1665

Since these marriages have not yet all been terminated, it would not be correct to state that 44 divorces out of 3594 marriages is the divorce rate among college women. By getting an average duration of these marriages and by a table of percentages found in the

* These statistics were collected by Mrs. Valentine for an article which she wrote for the *Ladies Home Journal*.

Government Report 1887-1906 I have computed that there is a probability that there will be about 19 more divorces or separations resulting from these 3594 marriages, which gives a rate of 1 divorce out of 57 marriages of college women against 1 out of 10 or 12 marriages of women in general, which is the present rate of divorce in the United States.

It may be of interest to readers of the QUARTERLY to know just how Smith graduates figured in these statistics, and I am adding a table of these figures:

Number of women graduated 1879-1901 (inclusive)	2161
Number of women graduated 1879-1901 who have married... .	1016
Number of women graduated 1879-1901 who have had at least one child	681
Number of women graduated 1879-1901 who have had more than one child	449
Number of women graduated 1879-1901 divorced or sepa- rated	8

Comparing the two tables, it will be seen that Smith graduates are very average in everything but their divorce rate, for 47% of all college women graduates marry and 47% of these Smith graduates have married. 68% of all married college women graduates have had at least one child and 67% of these married Smith graduates have had at least one child; and 66% of the college women who have had one child have had two or more, and the rate is the same for the Smith graduates who have had one child.

The divorce rate, however, differs. I have computed that the average duration of the marriages of the Smith graduates has been a trifle over eleven years, and from the United States Government Report 1887-1906 I find that 68% of all divorces resulting from a given number of marriages occur by the twelfth year. So to these eight divorces and separations must be added four

more that are likely to occur before these marriages are terminated.

Consequently at the present time the rate of divorce among Smith graduates may be said to be 1 divorce out of every 85 marriages. This is indeed gratifying when compared to the general rate,—1 out of every 10 or 12 marriages,—and even when compared to the rate among college women in general,—1 out of every 57 marriages. We may feel that Smith graduates have certainly done their part in establishing a low divorce rate among college women.

May our later graduates make the rate still lower and help us to continue our part in proving that education is the most effective method suggested thus far toward checking an evil that has reached an alarming point in the United States.

ALBERTINE FLERSHEM VALENTINE, 1897.

With firm conviction and perfect willingness that the destination of this somewhat bromidic

**THE CRY
OF THE
CHILDREN**

communication should be the waste-basket I wish to call attention to one non-bromidic feature—namely, that I, a member of the great bromidic mass of non-literary, “ornerly,” alumnae, should have the audacity or the courage, whichever you may wish to call it, to attempt to talk on one of “many things.”

But there is just one which will not leave itself unsaid, and if perchance it be rescued from the waste-basket and come to the eye of any of the mothers of our number, striking them as erratic, let them make allowance for it as an utterance of only an on-looker, a merely professional mother, the modern definition of the term teacher.

The cry of the children is the same the world over—“Freedom from oppression and a chance to live!” It is not, however, for the children of the mines or of the streets that I would plead.

Public opinion and public conscience have been aroused to initial action, at least, in behalf of these waifs, and there are many champions enlisted in their cause. But it is among the boys and girls of the great middle class, to which most of us belong, whose homes are those supposedly of refinement and culture, that there is crying need of help, all the more insistent because it is almost totally unrecognized by the parents, the only possible reformers.

The child's cry is an unconscious one, but none the less strong. Let the children be freed from too heavy responsibility, thrust upon them at altogether too early an age, that of bringing up themselves and educating their parents. The remedy suggested would be a return, in part at least, to the old order of things wherein the parent was the guide, if not the director, and the tyrant of self-assertion and self-responsibility, bringing a precocious and ill-proportioned development, was unknown in the land of the children.

And then, once freed from the oppressive burden of responsibility for self and parent, let them be rescued from the repression of modern conventionality. In other words, let them be *children*, with a chance to live in God's free out-of-doors of body and soul, and to grow strong and sturdy in the unconsciousness of childhood. It is positively appalling in cities of moderate size to note the number of so-called children, from good homes, who at twelve and fourteen years of age, instead of climbing trees and coasting, are aping their elders in giving luncheons and dinners, and frequenting the theatre and dances. To whom but the mothers is due this artificial, forced development of the hot-house variety?

And these conditions are found not alone among the wealthier people, or the cultureless *Nouveau-Riche*, with whom they may have their inception, but in the great middle class which copies them closely. It rests with the

mothers of that class not only to give their children a chance to live, in the best sense of the word, but to furnish to the world a race sanely developed in body and mind. Let the college women take the lead!

ALICE MOORE WHEELER, 1905.

SOME PLAYS AND A BABY When one of the editors of the QUARTERLY asked me to write something about Playwriting as a Profession for Women, it was as a message from some dim past. I turned guiltily to the '99 record. Yes, I had had one or two plays produced, and had stated boldly that some two or three others were under way. So there was some justification for the request, but I wrote back: "Don't know anything about playwriting. Unfinished manuscripts dusty. Don't know anything except babies." The prompt reply came: "Write about babies."

Well, she's the most wonderful—but that is so perfectly obvious that a mother's impartial (?) peroration might be superfluous, so perhaps even a retrospective chat on "drammar" might be wiser, after all.

At a reception of the American dramatists some three or four years ago, Bronson Howard, splendid dean of playwrights, told me that he thought the time had come when women dramatists were to be reckoned with, and that it was Rachel Crothers's play, "The Three of Us," that had struck the hour. It was so human, so intimate, so full of feminine psychology and feminine viewpoint, so full of truth.

There is no reason in the world why playwriting should not prove a very profitable and desirable field for woman, and she doesn't need to vote to get it. New opportunities and privileges are every day opening for women and will continue to present themselves in proportion as woman, through her own development and progress, finds herself ready and competent to avail herself of them. Managers are no longer the ill-

bred ogres and slave-drivers formerly conceived, and the cant about the native playwright's subjection and the wilderness of the stage is being relegated to the ash heap of other worn-out notions.

Women are treated as courteously in the manager's office as in a drawing-room, and, if they have anything to say and say it cleverly, they are most heartily welcomed. They can not plunge to the center of the footlights at once, but must go into the game honestly, fearlessly, and open-mindedly. If they are to compete with men, let them not ask quarter because of their sex, for, as Crane says, "Business is business." Above all, let them lay aside that feminine weakness, vanity for their work. Their play, as they originally conceive it, may be infinitely superior to the version desired by the office, but, until they are in a position to dictate, they must be liberal enough to follow the advice of those who have spent their lives with their fingers on the public pulse and know what is wanted.

The box-office tells, and, while this seems a low standard set before the beginner, let her first work for what is wanted by others, and she may eventually be able to make them want what she gives, not otherwise. The public may be coaxed but not coerced. In the meantime, the playwright is acquiring the invaluable knowledge of the mechanics of the stage and of the tricks of the trade.

Over the desk of a New York play broker is the motto, "Plays are not written but re-written." If this fact is understood in the beginning, there will be fewer heartaches. One has to learn that what reads well in the library is impossible on the stage. There must be a speech with which the heroine crosses the stage; sufficient time has not been given for change of costumes, etc. The star will insist on having all the bright lines given the lady's maid, while one tearfully protests that they are not in character. Until the very night of production there must be

elaboration and pruning, and after that, too. To indulge in a personal illustration, the night before "Commencement Days" opened in Boston, Miss Mayo and I were pretty well fagged, the play having been tried on several puppy towns of New Jersey, and the rehearsals having extended into the wee hours. Owner, producer, stage manager, leading lady, and press agent were still exuding contradictory advice. We started home by the back door to escape the "I'll-tell-you-what-it-needs" of the advance agent; but alas for tired hopes! We were stopped by the janitor at the stage door.

"I used to travel with Nat Goodwin," he volunteered.

"Yes?" weakly.

"Yes, an' I give him lines he says he wouldn't take a thousand dollars for. Now I've got an idee for the finish of your last act. It's a college play, you see, an' they're all celebrating. You ought to have the hero gent bring in a bottle of beer an' he says to the gal, 'Let's drink to my health, an' the gal draws herself up an' answers, 'I won't spoil my health a-drinking to yours!'"

Miss Mayo and I gasped, looked at each other a moment, then fled wildly down the dark alley to our hotel; but the tension had been broken, and we sat on the floor of our room and roared with laughter.

Many things, however, that are funny later are tragic at the time, and patience and fortitude must be strengthened, for, during the trials, you must prepare to sweat blood. When it's all over, the worry, the quarrels, the anxiety, the late hours, and you sit back somewhere in the darkened theatre and see the curtain go up on your first act, hear the men and women speaking the words your pen has written, see before you the moving and living characters that your brain has created, you experience a thrill and elation unequaled by any other.

At least, I know of only one other experience comparable, and that is when

five soft little fingers cling tendril-like to yours, when two big round eyes are turned, so full of love and trust, up to your eyes, and when,—ecstatic moment! —two baby lips syllable that first word "mama", that makes your heart beat with world-creating joy. Books, plays, world problems, and missions, they all dissolve into nothingness at the sound of a baby voice. There's nothing like it.

VIRGINIA FRAME CHURCH, 1899.

CONCERNING general invitation
ALUMNAE that, through Miss
TRUSTEES Johnson, the **QUAR-**
TERLY has recently

extended the alumnae to walk into the forum and exchange views on the subject of the alumnae trustee, I rise to my feet to put several questions that from time to time have come to my ears and to repeat several suggestions that, in reply to Miss Johnson's article, I have recently heard.

The questions, analysed, resolve themselves into one; but that one persists and, in some form or other, is being constantly repeated. It ought, it seems to me, to receive an early answer. What is the aim of our present plan for the nomination of alumnae trustees? Is it to put the choice of candidates into the hands of the alumnae as a body? The method of recommendation by clubs which is carried on by means of an elaborate system of electors, suggests as much. Is it, on the other hand, to leave the choice with a nominating committee? The fact that the use that the committee shall make of the names sent them by the clubs is in no way prescribed suggests, on the contrary, the second alternative. In the former case the committee is little more than a body of tellers. In the latter case they are a true nominating committee.

Upon making a choice between the advantages of these two contrasting systems must depend the answer one gives to Miss Johnson's suggestion that the duties of the nominating committee

be more strictly defined, or the answer one gives to another suggestion, frequently heard, that the local clubs be required to send not two names, as at present, but one to the nominating committee. If this committee is not to be further restricted but is to retain full discretion in preparing the ballot, then the desideratum is to give it wide information. The more it can learn about possible candidates, their popularity, and the extent of their reputation the better, and it is a wise provision that calls upon each club to recommend two names. But if, on the other hand, the committee's duties are to be restricted, and the responsibility is to be placed upon the local clubs, then the requirement of a second choice is not only unnecessary, it not only introduces complications where simplicity might better prevail, but it actually defeats its own end: it doesn't work. It doesn't work at present because, in the confusion that exists about the intent of the nominating plan, the idea has grown up among the alumnae that the committee in making up the final ballot places upon it those three names which have been presented to it with the three highest number of endorsements *regardless of whether they are presented as first choices or as second*. Under this misapprehension (if it is a misapprehension) it occasionally happens that the so-called second choice of a club does not at all express its actual second preference. This may happen when a club hesitates to supplement its first choice of candidate with a name so popular or so widely known that it is likely by that club's one additional vote to crowd the club's first choice off the final ballot altogether and so prevent its going before the voters for their approval. I have in mind at the present moment several instances of this very situation which have occurred at such intervals of time and space as to suggest that it is actually a condition that we face and that, accordingly, we should take the matter up and readjust it. Let us suppose an

instance of this kind which, even if it never has occurred, might easily be imagined to have done so and which at least is typical of the several instances of which I have just now spoken. Such a hypothetical case will disclose the weaknesses of our present practice and perhaps suggest a remedy.

Let us suppose that the names that are in the air as candidates for alumnæ trustee in a given year are A and B and others and that a certain club is convinced that A, with whose ability it happens to be acquainted, is the most suitable woman to send to the board; it therefore places A as its first choice upon the list that goes to the nominating committee. It then casts about for a second choice and the name of B presents itself; among the names mentioned B actually is this club's second preference. But as the club doubts whether the name of A has happened to occur to many other clubs, and as it believes that its second choice will rank with the committee as a first choice, and as it fears therefore that by a fluke its one vote for B might result in placing B on the final ballot along with two others and to the exclusion of A, it dares not use the name of B and looks further for a name that can be no real rival to A. In this search it comes upon the name of, let us say, X whom several clubs are said to be using as second choice. If, however, several clubs are using X as a second choice in the same intent that our fictitious club is doing there occurs another chance for a fluke which will place X, who is no club's first choice and not even, in such instances as we are supposing, a real second preference, upon the final ballot to the exclusion of A or B. Obviously this club's safest course is to send in for its second choice the name of some woman, if it can gain her consent, who is not under consideration by any other club and who consequently will not interfere with the real issue which is, it must be noted, not to nominate A to

the board willy nilly but merely to place her before the voters for their consideration.

Such complications and hair-splitting considerations as these I have been supposing may be avoided, it is true, if as individuals we will restrict ourselves to expressing a casual couple of preferences once a year when we are requested to do so by our electors and maintain, when that is once done, a well-bred indifference as to whether or not our expression of preference prevails. But this is not, I take it, the direction in which it is desirable for us to develop. It is not with cool indifference but with serious interest that we ought to treat our privilege of sending three alumnæ to the board of trustees, and this brings me to another phase of the question upon which I wish for a moment to pause. Miss Johnson gives us the information that other colleges with which Smith is wont to compare itself elect their alumnæ (or alumni) trustees for terms varying from four to six years, and she leaves us with the question whether this fact does not indicate that we, too, should express a desire for an extension in the term of our representation upon the board. Personally, I deplore a tendency that we have sometimes shown to treat any consideration of this question as the looking of a gift horse in the mouth. It is true that the alumnæ trusteeship is a privilege extended to us by the board of trustees and depends merely upon their favor. But the board of trustees, like the association of alumnæ, exists for the sole ultimate end of the maximum usefulness to the college. If that end is served by alumnæ representation upon the board of trustees then, after all, it is a favor conferred for mutual benefit and the more highly we show ourselves to prize it the more worthy we shall show ourselves of it. On this assumption I, for my part, have no hesitation at all in admitting in answer to Miss Johnson, that I wish the asso-

ciation would consult the board of trustees as to the desirability of extending the term of office of the alumnæ trustees. A term of five or six years, as Miss Johnson suggests, would seem a wise provision, but I hasten to add, since she has raised this point too, that it does not appear to the present writer an impossible ideal that this plan should be adopted with no prejudices at all about re-election either for or against it, with no prejudices, in fact, in any direction except in that one of helping to maintain at each new election the highest possible efficiency of the given board.

To raise this question of an extension of the term of office with the board of trustees is one of two possible ways of showing our appreciation of the privilege of representation of which the other way is by taking seriously the responsibility of nomination; and this brings me back again to the case of the hypothetical club whose second choice for candidate was not in the least its actual second preference; for the moral of that case is—fix the responsibility! Fix it where you will, with the club or with the committee, but fix it!

Two plans to this end have come to my ears, and I offer them here for criticism.

The one plan contemplates prescribing the duties of the nominating committee which shall be those merely of tellers and consist simply of counting the number of times that a name is mentioned by the local clubs and of placing upon the final ballot the three names receiving the highest number of recommendations. This plan leaves no value at all to the provision calling for a second choice from each club and accord-

ingly does away with that provision.* This plan is one that fixes the responsibility upon the local clubs where both the general sentiment and the greater part of our present plan of nomination indicate that it has been our intent to place it.

The second plan contemplates the making of the committee a true nominating committee absolutely responsible for the alumnæ trustee ballot just as a nominating committee now is responsible for the ballot for officers of the association. In this plan there is no place for the electors and all the elaborate paraphernalia of club recommendations which may be done away with. It is more in conformity with the plans used in other colleges.

Either of these two systems appears to be perfectly logical within itself, but the intent of either is at variance with that of the other. Which do we want to adopt? The question is not asked by an individual but has been asked by several individuals whose opinions the writer merely attempts to reflect. Perhaps, since the *QUARTERLY's* invitation was so general, the very issue that prints the query may print in answer an overwhelming expression of sentiment in favor of one or the other plan.

MARGUERITE MILTON WELLS, 1895.

*The original purpose of the second choice, the dispersion of information, may be secured in this way: the electors of each club may choose, as the first step in the election proceedings each fall, one name as candidate and forward it to the secretary of the association who shall collect these names in a list showing all the names and the clubs suggesting them and send a copy to each club which from that list shall make its choice of candidate and send it to the committee. The same purpose may be more informally secured merely by publishing the names of the electors of each club in bulletin and in *QUARTERLY*, so that more consultation between electors may be possible than at present when the names of electors are not known at all outside their own club.

NORTHAMPTON NEWS

SPRING TERM

This heading is a bit deceiving because commencement has swallowed this department so entirely that there "ain't a goin' to be no" spring term. However we do want to call your attention to a few of the things that the undergraduates, via their *Weekly*, are talking about. Tell us what you think about them via our "Let Us Talk of Many Things" department next fall. We quote from "Public Opinion":

"We all know that there are at least a dozen students whose rank has just missed the Phi Beta Kappa standard. The fact that she has just missed the goal is no compensation to a student. . . . Suppose that at commencement, when your father picked up the program, he saw printed after his daughter's name, 'Cum laude', or 'Magna cum laude,' or if it were announced from the platform at that time, it would be an added attraction to the occasion. The fact that a student had graduated from Smith College with honors would never fail to be an inspiration to her in any line of work she might be called upon to do."

And again:

"The standards on which membership to Phi Beta Kappa rests are very high in every way, but they seem to exclude certain students, who perhaps have throughout their college course done excellent work in some line, and yet whose choice of studies has not offered a broad enough field for attainment of the Phi Beta Kappa Society. Would it not be possible to institute an 'honor system' which would allow recognition of the scholarships of these students?"

In speaking of an open letter in the *Weekly* advocating the introduction into Smith of a cut system (quite a question in itself) some one in a later edition writes:

"Surely the matter should rest with the students as a question of honor. In some adequate means of making us realize our responsibility to the college and to ourselves lies the solution, and the adequate means is surely Student Government. When we feel ourselves a part of the governing body directly, when we can more clearly realize our responsible position, not as the governed but the governing, these questions of honor may be more keenly felt by the student body, and the introduction of further regulation rendered unnecessary."

1911 New York Smith Club.

"There is a plan to organize a 1911 Smith Club for all girls who are to be in New York or within an hour's travelling distance of the city next year. It is so easy to drift apart, and to lose touch with the college, and we think this club will serve to hold us together, and to join our interests somewhat. Informal meetings will be held once a month. All those to whom this idea appeals, please sign in the Note Room as we want to organize before Commencement."

Miss Senda Berenson and Mr. Herbert V. Abbott of the English department were married in Cambridge, Mass., at the home of Mrs. Rachel Berenson Perry on June 15, 1911. Dr. Lyman Abbott, the groom's father, performed the ceremony assisted by President Burton.

COMMENCEMENT WEEK

It is all very well to be a part of those few glorious, busy, hectic days known as Commencement, but to sit down and attempt in cold blood, or in life blood either, to "write it up," is a task at which any weary alumna might

well shrink. It is easy enough to call up the picture of blue skies, green campus, and golden sunshine (the weather was really altogether glorious) of millions of red hats and sailor collars belonging to festive 1910, and charming milkmaid costumes of wonderful 1901, but to get deep down to the real spirit of Commencement and put it in black and white is *not* easy.

They say it was a "small" Commencement. So it seemed to those of us who were back last year, but any alumna who had not been back for ten or fifteen years must have found it hard to believe that a Smith Commencement could very much surpass this of 1911 in numbers, friendliness, or volume of work accomplished.

This last point is one which is each year more important. There was a time when "coming back for Commencement" meant little more than meeting one's old friends and trying to re-create with their help the undergraduate glamor; and the net result was that one left Northampton with little more than data for rearrangement of one's friends in niches on a basis of their growth or deterioration since graduation. Coming back without one's class was not to be thought of.

Nowadays, however, all this is different, and Smith alumnae are emerging from the second stage of existence, as described in Dr. Gladden's Commencement oration, and the individuals are being "recombined in a higher unity."

Smith alumnae are so many now, and they find one another at work all winter at so many different things that Commencement has become less a time for renewing old ties and more one for bringing to a point the work that has been going on by correspondence all winter in connection with the many alumnae activities.

Perhaps we are realizing more fully what responsibility is really involved in being an alumna of Smith. More than one alumna has been heard to say on

leaving Northampton that she has been so busy at meetings and on committees that she has not had a minute to visit with her friends. This is of course not literally true, and Commencement will always be a joyous festal occasion, but certainly it seemed to many people this year that the keynote of this Commencement was systematization, not the kind of systematization that kills spontaneity, but the kind that prevents its waste in uncoördinated impulses, and makes possible the only real freedom in the service of the college.

The evidences of this systematization and coöordination were many: the proposed alumnae membership in the S. C. A. C. W.—Josephine Sanderson, by the way, is doing a splendid work for individual girls at college, which the QUARTERLY hopes to have written up next fall; the Faculty Committee on Recommendations; Students' Aid; Bureau of Occupations, all working together for the benefit of undergraduates and alumnae; the new Alumnae Dramatics Committee, noted later in the QUARTERLY; the Class Secretaries' Association; and, most important of all, the proposal that we start a general alumnae fund, plans for the management of which are to be reported at the meeting of the Alumnae Association next June. It is too early to announce as an accomplished fact the giving up by every class of its own plans of gifts to the college for the sake of the million dollar endowment fund, but at least it is safe to say that the recommendations of the committee on alumnae work as adopted by the Alumnae Association and recommended by it to the consideration of the classes, do show that we may indeed hope the great alumnae body, again to quote Dr. Gladden, is passing "out of the isolation and self-absorption of individualism into that larger voluntary identification with its kind in which it finds the fulfilment of its personality."

To prove that the alumnae at commencement are managed in a systematic

fashion, one need only speak of the alumnae headquarters in Seelye, where returning alumnae register on arrival. The registry card is immediately filed with the others from the same class, and the alumna is given tickets for the exercises to which as an alumna she is to be admitted. The cards give every direction as to hour, place, and door at which to present the ticket and there is no need of haunting bulletin boards as the event draws near. In the same room and at the same time one can pay dues to Alumnae Association, QUARTERLY, Monthly, and Weekly, and have the railroad ticket validated. In the next room are the dramatics tickets. In former years alumnae frequently applied for tickets and never claimed them, and as many as seventy-five tickets have sometimes been kept until it was too late to sell them. This year another plan was tried; each alumna whose name had been reached on the list was notified that the ticket would not be kept for her unless she confirmed the application during the first week in June. As a result, every ticket in the house was used.

SENIOR DRAMATICS was excellent, as it always is. We alumnae who go back from year to year have altogether ceased to expect an amateurish performance. The Senior class presented "The Merchant of Venice." There were, with the possible exceptions of Shylock and Launcelot Gobbo, played by Miriam Levi and Hazel Gleason, respectively, no characters that outshone all the rest, but the acting was uniformly good and the mob so remarkable that the scenes where no word was spoken were extremely interesting. Members of the Costume Committees of former years will be interested to know that this year for the first time the male characters wore pants instead of the Prince Albert and kilt effects formerly made necessary by the strict conventions of Smith Senior Dramatics.

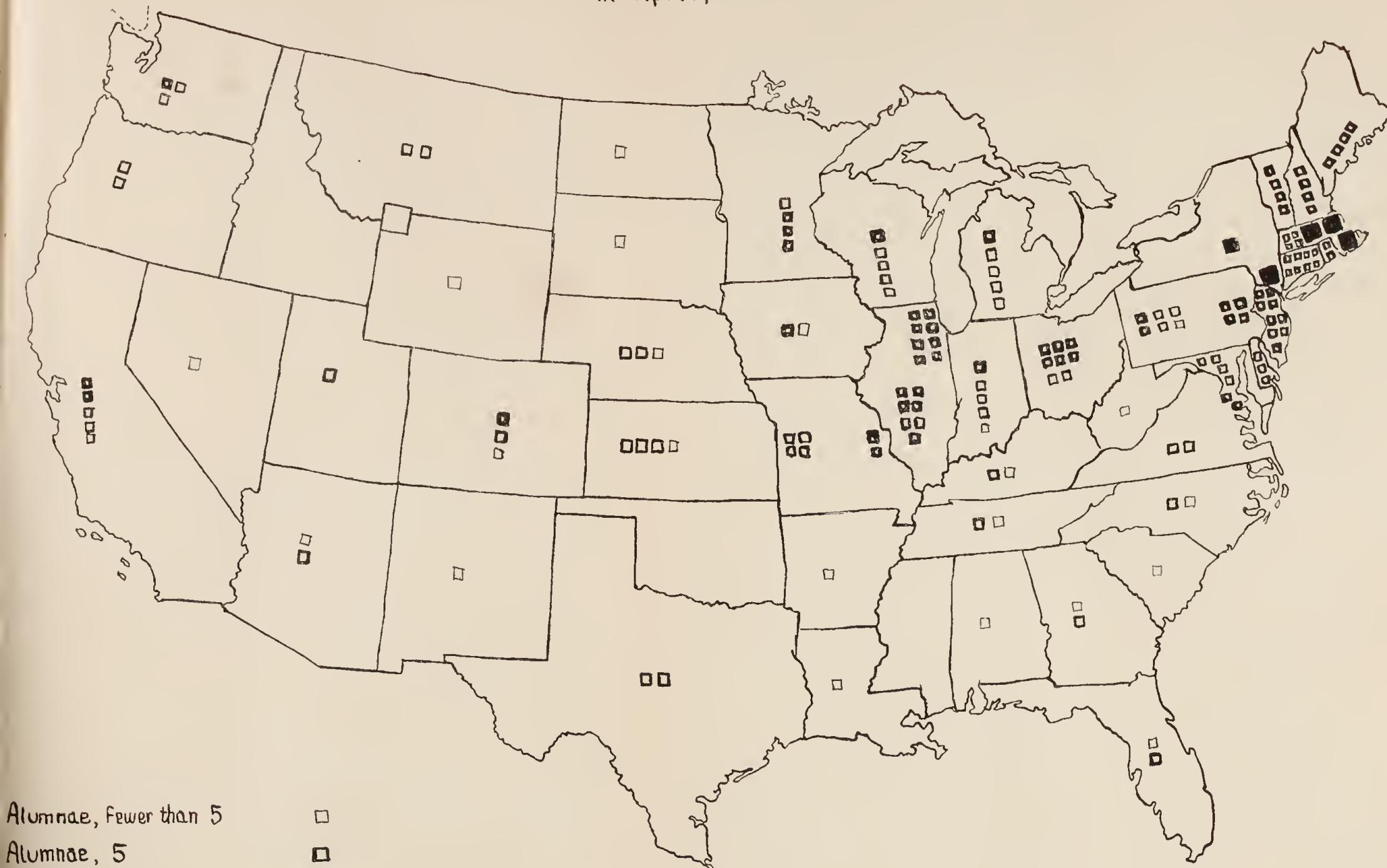
THE LANNING FOUNTAIN.—On the lower campus at 5:30 on Friday afternoon was unveiled the fountain given by her parents in memory of Mary Tomlinson Lanning of the class of 1912, who died during the Christmas vacation of her sophomore year. The fountain was presented by Miss Lanning's father to the class of 1912, and at the unveiling it was presented to the college as from the class of 1912, the class president making the speech of presentation and President Burton accepting it for the college. The fountain stands on the lower campus against a background of shrubbery near the botanical gardens.

The QUARTERLY hopes to have a photograph of the fountain in the November number, at which time a more detailed description will be given.

LAST CHAPEL.—Time was when it was a herculean labor to get a seat at last chapel. This year we went early from force of habit, but there was no need, for Greene Hall is a spacious place, and we listened with true alumnae interest to the kind of an address we expect at this time. President Burton reviewed the material growth of the college during the past year:—the new boat-house, the entire cost of \$4000 having been contributed by the Gymnasium and Field Association, two new dormitories on the Edwards property on Elm Street which will be ready for use next fall, and a large addition to the Hillyer Art Gallery which has just been completed.

We all felt that the \$1,000,000 campaign was coming next, and sure enough it did! President Burton said in part:—"We are in need of a biology building and gymnasium and a new and isolated music hall. We need also many new dormitories and a larger campus. All these needs we recognize, but you will be interested to know that the board of trustees has agreed that all of these for the present must be set aside, and our attention turned to another thing which is much more vital. As we study the

Map Showing Distribution by States of Alumnae of Smith College
in April, 1911 —



Alumnae, Fewer than 5



Alumnae, 5



Alumnae, 25



Alumnae, 400



history and growth of Smith we see that wiser use of her resources could not have been made. But we see that the supreme task of a college is connected with its teaching force; any institution is what it is because of those who do the teaching in the class-room. Smith is to be congratulated on her strong teaching force, but it is not right for us to expect the faculty to do all that we have been asking them to do. We feel that the greatest need of Smith College at the present moment is sufficient income to make the salaries of teachers in the college what they should be and so far as possible to enlarge the teaching force of the institution, and it is upon this task we are concentrating our efforts to-day. We hope to be able to complete the raising of an additional one million dollars, the income of which is to be used solely for the salaries of the faculty.

"Some may think this task is a large one. I am inclined to think it is a small one. If anyone here wants to give us a biological building, music hall, or gymnasium we shall be very glad to take it, but we plan that for the coming year all the efforts of Smith College shall be turned toward this million dollars. We have certain reasons for thinking we can get this money. One is that if we go to men of finance we can point to the splendid use President Seelye always made of money. I am very proud that Smith has never had a debt. I am equally proud that in the terminology of the General Education Board we have a 'national constituency' and that in the total list of eight or nine hundred institutions they have found only fifteen that are national.

"They rate as a national institution one that has two or more students from twenty-five states. Smith has students from forty-two states, besides the Philippine Islands, and thirty-nine states are represented by two or more students. This student constituency cannot be surpassed by any institution in America.

In fact it is the habit of the General Education Board to use Smith as an example of a national institution. Because we have used our money well in the past, because we have a work to do, because we serve the whole country, we can go to the men of finance.

"It is also a fact that the woman's college has not the same access to the world's wealth that the men's colleges have. If there are friends of Smith College in this room to-day, let me suggest that the great need of the women's colleges rests on you to-day."

President Seelye was on the platform, and, although he did not accept President Burton's invitation to speak to us, it was good to hear him pronounce the benediction.

THE ANNUAL MEETING OF THE ALUMNÆ ASSOCIATION was held in the new lecture room of the Hillyer Art Gallery at two o'clock. It is reported elsewhere in the QUARTERLY.

SUNDAY.—How the automobiles did buzz around all day. There was at least one to every 1911 "family." Most of the alumnae—always excepting that lucky class of 1901, up to date even in auto's,—picniced as usual via the trolleys.

There was an ALUMNÆ PRAYER MEETING in the Students' Building at 9:30 in the morning. Mary Van Kleek 1904 was the leader, Josephine Sanderson and Mrs. Webb spoke and the meeting was a great joy to all who attended.

A meeting of the Student Volunteer band for alumnae was held Sunday evening. Miss Elizabeth Wye 1911 told of the work of the band during the past year and of its plans for keeping in touch with the work of its former members. Mrs. Harriman 1885 reported on the Y. W. C. A. convention in Berlin, and Mrs. Annie Foster Murray told of her work as a missionary in Japan.

As last year the BACCALAUREATE SERVICE was held in John M. Greene Hall. The Seniors dressed in white and wore no hats.

The text was taken from John xviii: 37:—"To this end have I been born, and to this end am I come into the world, that I should bear witness unto the truth."

The charge to the graduating class is quoted in full:—

"And now, members of the class of 1911 of Smith College, may you find irresistible inspiration in the infinite needs which exist to-day for such vital practical standard bearers of the truth. All ignorance, superstition, and prejudice await the light of truth concretely expressed in a human life. All the evils of the world, all problems in every field of thought or sphere of activity, all unnecessary limitations of human life so apparent in our social structure to-day are a challenge to devotees of the truth. All stable progress, all vital development of our civilization, all true advancement in conditions of life are the result of courageous effort and unselfish living in the interests of the truth. Numberless difficulties, often apparently insurmountable, will appall you. At one time it will be conservative stagnation and at another excessive radicalism. Now it will be the apparently ineradicable selfishness of humanity and now the dead, dull irresponsiveness of mankind to the highest appeal. But neither fierce opposition nor dead inertia ever discourages those who have a vision of truth. The glory of the task will be that it is never done, that each new day will hold for you fresh opportunities. You will never need to succumb to the death of complete achievement. You are asked to-day to formulate a life purpose centered in truth and demanding in daily living courage and loyalty to your convictions. It is the call of the scholarly spirit applied to active life. It is the appeal to bind college and life together by being servants of the truth, both as patient, accurate scholars, and, above all, as noble, true women. May you declare with Fichte: 'I am called to bear witness to the truth; my life and my for-

tune amount to nothing; the effects of my life amount to infinitely much. I am a priest of the truth; I am in her service; I have bound myself to do and to dare and to suffer everything for her.' With Christ may you be able to say: 'To this end have I been born and to this end am I come into the world that I should bear witness unto the truth.'

It was a most impressive service. The alumnae and friends of the college felt glad that they might share with 1911 the promise of this commencement responsibility.

LAST VESPERS on Sunday evening have become more formal in recent years, and the printed program of this year was a surprise to some. Besides the organ numbers played by Professor Sleeper there were introduced two other numbers, Gounod's "Hymn to St. Cecilia" for violin, played by Miss Holmes, piano, played by Mr. Vieh, and the organ, and Gounod's song, "Adore and be still," by Miss Williams, vocalist, Miss Holmes, Mr. Vieh, and Mr. Sleeper.

THE ALUMNÆ PROCESSION.—Monday, the real out-of-doors day of Commencement, was beautifully clear, and the alumnae procession lived up to the reputation it had made for itself last year.

I stood on the second floor front of Seelye Hall and, as I saw the long line swinging past the Wallace and Dewey Houses over to College Hall and finally down the main drive past Seelye, I felt a great thrill of pride down my alumnae back. The reuniting classes were most prominent of course, both in point of numbers and costume. 1891 modestly dressed in white with a scarf of delicate green, 1896 had purple iris on their fluffy white hats; there were some one hundred and forty milkmaids belonging to 1901, with their butter tubs over their arms, 1906 were most attractive gypsies in red and white, tingling their tambourines (when the marshal allowed), 1908 wore fluffy purple ruffs and hats, and 1910—well, if 1910 graduated 373,

I am sure there were 372 back to reunion for the red hats, belts, and collars came on and on forever. And filling in the gaps were all the other classes, excepting 1902. Not reuniting formally, but back because they couldn't stay away, and, lifting high their standards, they marched proudly along, each in its appointed place.

The procession—sophomores stationed at intervals, counted 592 in line—was reviewed by President and Mrs. Burton on the north steps of Seelye Hall. The class of 1901 was detached from the main line and stood on the other side of the road to lead the singing. It was good singing, too; the songs were numbered, and the President called for them by number. After passing President and Mrs. Burton the procession continued down the driveway and lined up on either side of the road to await the coming of the ivy procession. It had started promptly at 9:15 and 1901 swung into its place at the end of the drive, near the Library, just at ten o'clock—all on schedule time to be out of the way of the Seniors.

It was all beautifully managed by the Procession Committee—Mary Barrett 1901, chairman, Mrs. Marion Baker Lloyd 1896, Cassandra Kinsman 1906, Mrs. Helen Hills Hills 1908, and Carolyn Park 1910.

What a pretty thing the Ivy Procession is! And this year the laurel chain was quite long enough, which is saying a great deal when the class numbers 356.

IVY EXERCISES.—The class of 1911 planted its ivy at the northwest corner of the library. While the ivy was being planted the Seniors, led by Hazel Gleason, sang the ivy song, the music for which was written by Paula Haire and the words by Margaret Cook.

The indoor exercises consisted of the address of welcome by the class president, Laura Wilber; "Some College Trials," by Marjorie Wesson, editor-in-chief of the *Monthly*; "Our Traditions,"

a poem, by Dorothy Abbot, and the Ivy Oration, given by Helen Smith.

And now for the **ALUMNÆ RALLY**. It certainly was a good rally, perhaps the best we ever had, and there are some of us who are old and stiff enough to believe that *one* of the reasons we enjoyed it so much was because we were sitting comfortably in chairs in the Students' Building, but the chief reason was because the entertainment provided was so very good. It consisted of a review of the Smith Memory Book. The leaves of the book stood upright on the stage, and as Laura Crane Burgess turned them one by one, reading one incident after another, there were unfolded to our "delighted gaze" pictures of by-gone years. Carol Park and other members of 1910 posed, and the memory book songs were sung with great dramatic effect by Ethel Lane Smith 1901.

I wish there were space to quote all the choice "gists" in the book—they covered all the days from 1879 to now. The collection has, however, been turned over to the Alumnae Association to be kept on file and will doubtless be added to from time to time.

Mrs. Smith first sang a poem entitled "The Memory Book" which was written by two members of the class of 1908 at Wellesley and was lent to Smith for the occasion.

The first illustration was a graduate of 1881—her costume, a handsome polonaise dress, procured for the Rally by Mrs. Noyes, and her hair combed in what is vaguely remembered to have been called a "French roll." This was followed by a song—

WILL YOU COME WITH ME, SOPHIA DEAR

(To the tune of "*Wait for the Wagon*")

"Will you come with me, Sophia dear,
To yonder College town;
Where budding girls are sweetest,
Of any place around!
Every year in early June
Is when they think of you!
So jump into the aeroplane,
And we'll take a view!"
I

CHORUS:—Wait for the aero
 " " " "
 And we'll take a view!

"Put on your specs, Sophia dear,
 And gaze upon the view!
 Behold those splendid buildings
 When once there were but two!
 Friends sit in auto's oggling
 At the marching line;
 They used to take a wagon
 At graduation time.

CHORUS:—Now it's the aero—etc.

"Now, one last look, Sophia dear,
 Then we must take the breeze,
 Just watch the gay procession!
 Awinding through the trees!
 See the Seniors planting ivy,
 All clad in snowy white,
 And hear them as they're marching
 Just sing with all their might:—

CHORUS:—Cheer for Sophia!

" " "
 She's all right!"

KATHERINE BERRY, 1902.

It was reported that the habit of coasting on the crust on oil cloth taken from the washstands, on pans, and indeed almost anything else, began in 1882 and has continued ever since.

1883 reported:—There was no round dancing at Smith at this time. That came in '91 or '92. At the Junior Prom when the orchestra was playing a square tune for the lancers first one couple started, then another and another, and round dancing suddenly began. When the faculty found round dancing could be fitted to a square tune, opposition was overcome. President Seelye turned to Mrs. Seelye: "What does this mean?" "Clark, let us go home," was her quiet answer—and round dancing was established.

It was also in 1883 that the song "Life at Smith" was written by Mary H. A. Mather 1883, as a parody on an article by good old Dr. Greene, published in a Lowell paper, entitled, "Inside View of Smith," giving his impressions of Smith after a first visit. It was most amusing; one extract will suffice:

"Severity breeds fear, which stunts the mind and heart so that no truth can enter in: while gentle words, loving accents, affection for the teacher, throw wide open the doors of the soul and let the seeds of truth fall in."

LIFE AT SMITH
 (To the tune of "*My Bonnie*")
 No birch rods are kept in the classroom,
 No ferrules nor rulers we see,
 Our teachers are gentle and tender,
 From terror and fear we are free.

CHORUS:—Tender, tender, gentle and calm
 maids are we, are we:
 Tender, tender, gentle and calm maids are we.

Up the steps of the Mansion of Knowledge
 They allure us and seek us to win:
 The doors of our minds they push open,
 And the seeds one by one they drop in.

CHORUS:—Drop in, drop in,—these little seeds
 one by one drop in,
 Drop in, drop in, these little seeds they drop
 in.

No friction is seen at devotions;
 The teachers in concord appear;
 They peacefully sit on the front seats,
 While the students agree in the rear.

CHORUS:—Frictions, frictions, no frictions in
 Chapel appear, appear,
 Frictions, frictions, no frictions in Chapel
 appear.

The next picture, 1886, was Miss Caverno's prom dress, which came out none the worse for twenty-five years of retirement.

1887 reported:—Miss Ludella Peck had charge of gymnastics and no bloomers were allowed, although pleaded for by the class. A skirt with plaited ruffles was used instead.

1890:—"Fair Smith" was written by Regina Crandall. "Spare Smith" was written later when Seelye Hall was projected. This class tried to do away with shawls at chapel.

1892:—It was in this year that the four hundredth anniversary of the discovery of America was celebrated. In chapel the morning before President Seelye made a stirring speech. He described in dramatic terms Columbus's first glimpse of the great continent as he peered through the dawn about 3 A. M. "Young ladies, you may celebrate then this great occasion." The words were taken literally. At 3 A. M. bells rang, windows were thrown open, whistles were sounded, and "Hail Columbia" and "My Country, 'Tis of Thee" echoed over the campus in the stillness of the night. Bolder spirits clambered out of lower windows and danced in circles in the moonlight. John Dolman, aided by Mr. King, had

hard work herding them back into the houses.

It was in 1895 that fire escapes were first installed in the houses. At Chapel President Seelye spoke of the dangers of fire: "Familiarize yourselves, young ladies, with the methods to be used in the fire escapes." After Chapel from all the houses over the campus figures could be seen descending rapidly amid piercing shrieks. Some, however, stuck in mid-air, and Mr. King had to be called. They were told that fire escapes were not to be used for exercise and amusement but for safety in the perils of fire.

The picture of 1896 showed a girl clad in golf skirt, shirtwaist with leg o' mutton sleeves, and a golf cape!

1897:—Hitching on delivery sleds made a great sensation in the news-papers.

1898:—This year saw the last Sophomore-Freshman fight. At the first freshman class meeting the last Sophomore was marched down the fire escape of the Old Gym by belligerent Juniors on duty as policemen, and after that time a truce was declared. This same class when Professor Wood forgot his Bible exam whiled away the time by inventing and giving the Sinai cheer:—

"Rah! rah! Joshua, Sinai, Sinai, Exodus!"

Sin, repentance, and the remnant saved

Future glory of Israel"

(This admirably executed by 1901 in the balcony).

1898:—First year of the large course cards to be filled out with numbers and sections of the courses chosen. Minute directions were given. Someone wrote the following as a parody:

*"Please do not bend or tear,
Please fill this out with care,
Please write your name with ink,
Before you write it,—think."*

1899 was the first class to have a class animal or emblem. During the year one of the classes (1901) established a precedent by electing to the

arduous office of treasurer their celebrated pair of twins. The electioneering cry at that class meeting was: "There's safety in numbers—vote for the Kimball Twins."

1901:—Celebration of the Quarter-Centenary of the founding of the College. When 1904 was debating regarding Shakuntala versus Shakespeare for Dramatics, the argument was voiced that "our parents would prefer Shakespeare." Whereat Bess Telling from Chicago arose and said with much fervor, "May I ask, whether we are *first* college women or daughters of families?"

1908:—Called the most lawless class in college. One morning Mr. Sleeper was not present at chapel. President Seelye asked in a casual way if some one would step to the organ. There was a pause, then Arabella Coale quietly took the place. The incident was immortalized in the following gem of verse:—

"Who is it makes the organ roll?
Look, look! 'Tis Arabella Coale!
Why does she do it?
Well, you see, Henry Dike Sleeper's on a
spree."

A B C FOR ALUMS

(Written by GRACE VIELE, 1901)

A's for Alumnae assembled to-day;
B's for Back Campus, fast fading away;
C's for the Class which we each celebrate;
D's for John Dolman, the good and the great;
E's for the Exams that we passed, every one;
F is for Faculty, Freshmen, and Fun;
G's for the Gym where at Games we would
gaze;
H is for Heroes we acted in plays;
I's for Ice cream every Sunday at noon;
J's for the Juniors who ushered in June;
K's for Kimonos; and L is for Lab;
M's for the Mail we were eager to grab;
N's for the Noise when we thought we would
sing;
O's for the Orchard that bloomed "in the
spring;"
P's for the Prom, where we danced with real
men;
Q's the Queer Quiet sometimes heard after
ten;
R's Recitations, to all a delight;
S is for Screens, indispensable, quite;
T is for Themes (we adored them, you
know);
U's Undergraduates—*Us* long ago!
V's Vaccination, of which we held Views;
W's Ways we were wont to go Walking;
X is eXactly whatever you choose;
Y's Youthful Yearnings to flirt with the
Muse;
Z's for Zoölogists, grasshopper-stalking.
To anyone able to grasp A B C
The reason we're here
Is now plain as can be.

After the last page of the Memory Book had been reached and "Fair Smith" had been sung the meeting adjourned to the campus in front of the Students' Building, and the classes were sung to in turn to the familiar Balm of Gilead, the proper rhyme being lined out by the song leaders. As each class was reached the members stepped forward and joined 1879 in the center of the group of alumnae. The classes present in large numbers joined hands and danced around until finally all were in a series of concentric circles with 1910 gamboling about the outer rim.

As always, Monday afternoon was given over chiefly to society reunions and the exhibition in Hillyer Art Gallery of the work done by the students during the year. An exciting game of basket ball between alumnae and undergraduates resulted in a tie score of 14 to 14.

THE CLASS SECRETARIES ASSOCIATION met Monday afternoon. The report will be published in the November QUARTERLY.

THE GLEE CLUB CONCERT, President's Reception, and the illumination of the campus by the reuniting classes filled the evening as full as Monday evening in commencement always is. It hardly seems possible that ten years ago the only singing on the campus on Monday night was that of the Glee Club serenading the Seniors in the campus houses, and that sentimental seniors and undergraduates and alumnae wound about a quiet campus or sat in hammocks until after the lanterns were taken down. Now there is no place for sentimentality; anyone so misguided as to choose what seems a dark corner is soon routed by a horde of rioting revelers singing their songs and waving their lanterns. The singing this year was more musical than sometimes, and the lights of the reuniting classes were less prone to drip oil. (The QUARTERLY would like to know whether some one won't discuss the question of keeping the rougher

town element off the campus Monday evening. Please do.) President Burton was escorted to his home after the reception by the Glee Club and quantities of seniors and 1910's. He said that he had requested that this commencement be just like all the others; and that if anyone asked him his wishes for next year, he should make the same reply.

COMMENCEMENT DAY.—At the exercises on Tuesday the B.A. degree was conferred in English on the 356 members of the class of 1911 and M.A. on four candidates, Mary Hopkins 1899, Anna Miller 1899, Univ. of Chicago, Violet Stocks 1907, and Laura Webster 1905. The ceremony was most dignified and, although the Senior class was so large, as each girl received a diploma those present felt that she, personally, was to be congratulated.

The address was delivered by Dr. Washington Gladden.

After the address came the touch that should have made commencement quite perfect for 1911,—President Seelye offered prayer and pronounced the benediction.

No one need be told about collation. The very word means chicken and lobster salad, chats with the faculty, a vain striving to find people, and a good time generally.

THE ALUMNÆ GATHERING was held at two o'clock. It was quite the homiest part of all the week, and we have tried to transcribe as much as possible. Ellen Emerson, our new president, presided. She said:

"Of late it has been the custom in New England to have an Old Home week. To us of the Smith family this is no innovation but a very ancient institution dating back over twenty-five years. One of the happiest occasions in all that happy week to us has long been the moment when we have gathered together around the stage in the gymnasium and listened to an account of family affairs from the head

of the family. To-day, lest the family tree should totter into a premature grave in the basement of that gymnasium, it is deemed wise to hold the gathering in the John M. Greene Hall, a thoroughly safe and secure building. Although it is a new abode for many of us, we have been brought up to feel that nothing in the world is safer or more permanent than a John M. Greene Foundation.

"We have decided to have a slightly longer program, to hear from various members of the clan. Someone once told me that in a family the middle one lacks the maturity of her elders and the precociousness of her youngers, and no one listens to her. Being a middle one, it gives me great pleasure to right that wrong and bring forward another one and give her a chance to speak in the family conclave."

Miss Maude Miner spoke, urging women to work for the betterment of conditions of work and living for the women and children of the country. Miss Emerson then introduced Miss Gill as follows: "No family exercise is complete without the counsel of the elder sisters, and we are glad to have the opportunity to hear from one of our sisters who has given so much of her time to our service."

She said in part: "I often think that in the last two or three years we have been taking account of ourselves, but there is one of our sides of which we seldom hear. There was a story current in Northampton, I don't know how many years ago. There was a lady who was writing an article in regard to the good done here. She asked for an article about work of the college students in the Home Culture Clubs, at Bay State, and other places. With that little frown we all know so well on his face, that little frown of waiting to see whether full confidence could be given, President Seelye made this answer: 'As you say, they have done much, but they have received much, and in short I cannot see that the Smith College girls

have any Christianity to brag of.' I won't ask for a report on the accuracy of that story, but it rests in my mind, and I love it well because it has so much of the spirit that has been behind Smith College. I was asked once why it was that the Smith College girls got so far before they received their doctorates; and I found that that story meant more, that we were not only conscious of having no Christianity to brag of, but no intellectuality to brag of either. So perhaps the greatest thing about Smith is its intellectual simplicity, its intellectual modesty. It was not so much told us, but it was so impressed on our minds that we knew that having done all we could, we yet had nothing of which to brag."

At the conclusion of Miss Gill's speech Miss Emerson said:—"It is now my privilege to introduce to you one of the very newest members of the family, but already a very dear one, our step-father, President Burton."

Needless to say, President Burton was welcomed most heartily by the entire family. He spoke of the great pleasure he felt in meeting with the alumnae in an informal way and of his appreciation of the welcome which the alumnae had given Mrs. Burton and himself wherever they had met them in the past year. Speaking of President Seelye, he said:—

"I have been delighted also to become acquainted with President Seelye. One aspect of which I had not been told is his splendid sense of humor. I don't know how often you have seen it. One evening I sat behind him at the theatre. I bent forward and asked him, 'President Seelye, did you ever engage a teacher without seeing her?' He said, 'Yes.' Just then something interrupted. In a moment he turned around and said, 'But I never did it again.'

He went on to say:—"There is a distinction in life which many people fail to make and that is a clear distinction between simplicity and superficiality. Many people think that if you

are not talking about intensive work and investigation you have no scholarship. But perhaps there is no higher kind of scholarship than that which is not parading itself. I sincerely hope that every one of you as graduates of your college will do all in your power for the intellectual aspects of Smith College. Intellectual arrogance we do not want. It is absolutely contradictory to the spirit of true scholarship, and anyone who has begun to appreciate the inner meaning of scholarship is instinctively modest. It is one of the peculiar delights that this year has shown, that Smith is intellectually modest."

President Burton announced that the board of trustees at their meeting Monday afternoon had elected four new trustees to fill vacancies and given the names to two new college dormitories. The new trustees are Miss Ada Comstock, Smith 1897, dean of women in the University of Minnesota; H. C. Gallagher of Boston of the firm of Walter Baker & Co., chocolate manufacturer, whose daughter, a student at Smith, died several years ago. He has established a memorial for her in furnishing a room in the new library; Charles A. Roberts of New York, a leading lawyer in that city; and Thomas Lamont of New York of the banking house of J. Pierpont Morgan & Co. The names given the new dormitories are Gillett (this to the house that stands nearest to the Burnham School building), and Northrop to the house standing beyond. The names are given as a token of regard for Edward B. Gillett, late of Westfield, and father of Congressman Gillett, and Birdsey G. Northrop, late of Hartford, both of whom were two of the first trustees of the college.

President Burton then announced that the Clara French prize for progress in English had been awarded to Jane Jenkins Swenarton, 1911.

One of the campus houses is to be converted into a co-operative house next year for the use of students who are assisting themselves through college.

He said that the \$1,000,000 campaign was progressing favorably, and that a number of gifts had been contributed to this fund, which would not be announced until the fund was completed, which he hoped would be at commencement time next year. The list of faculty changes was announced.

The resignations are as follows: Miss Senda Berenson, director of the department of physical training; Miss Helen Louise Lewis of the department of physical training; Miss Anna Marie Fagnant, assistant in the department of French; Mlle. Paule Imbrecq, instructor in the department of French, has resigned to return to France; Miss Mary Eunice Wead, reference librarian, has resigned, and will live at home in the city of Washington; Miss Florence Eva Paine, demonstrator in astronomy, has resigned to accept a teaching position; Miss Kirchwey, assistant in economics and sociology. President Burton spoke with great regret of the resignation of Frau Kapp, in accordance with the rule that faculty members should resign at the age of sixty-eight. Of the house mistresses Mrs. Garrison of the Hatfield house and Mrs. Rice of the Albright house have tendered their resignations.

The new members of the faculty are as follows:

Miss Grace Neal Dolson, Ph.D., now professor and head of the department of philosophy at Wells college, instructor in philosophy.

Frederick W. Roman, M.A., Ph.D., instructor in economics and sociology. Dr. Roman is a graduate of Yale University and received his Ph.D. degree. *magna cum laude*, from the University of Berlin last August. He has taught for several years and for the last four years has been a student in Europe.

Miss Esther Lowenthal, assistant in the department of economics. Miss Lowenthal is a candidate for the Ph.D. degree at Columbia University.

F. Warren Wright, Ph.D., instructor in the department of Latin. Dr.

Wright received his Ph.D. degree at Princeton University and comes from the teaching staff of Bryn Mawr College.

Mlle. Alma de Lalande Le Duc, Ph.B., M.A., instructor in the department of French. Mlle. Le Duc received her Ph.B. from the University of Chicago in 1899 and her M.A. from Columbia in 1909. She has studied three years in Paris and served for seven years as assistant professor of French at the University of Kansas. She has received from the French government the decoration "les Palmes académiques," and holds from the ministry of public instruction the title of *Élève Titularie de l'école Pratique des Hautes Études.*" Mlle. Le Duc has also held the European fellowship of the association of collegiate alumnae.

Mlle. Anna Adele Chenot, Ph.B., assistant in the department of French. Mlle. Chenot from 1902 to 1908 was assistant professor in French in the Western college for women at Oxford, O., and from 1909 to the present time has been full professor.

Miss Adelaide Crapsey, A.B., instructor in English. Miss Crapsey has studied at the English universities for two years.

Miss Anna W. Hosford, assistant in elocution. Miss Hosford spent three years as a student at Western Reserve University and has had charge of the department of expression in the Shaw high school in East Cleveland, O., for three years.

Louis Gaspard Monte, instructor in the department of art.

Miss Anne G. Pigeon, A.B., Smith, 1910, demonstrator in the department of zoölogy.

Miss May S. Kissock, A.B., Smith, 1908, and also a graduate of the Boston normal school of gymnastics, assistant in the department of physical training.

Miss Florence Elizabeth Yother of Boston, assistant in the department of physical training.

Mrs. Isabel Brodrick Rust, A.B., Smith, 1907, of Northampton, reader in the department of physical training.

Miss Amelia Whiting Tyler, A.B., Smith, 1895, assistant librarian.

Mrs. Esther E. Carman of Patchogue, L. I., is appointed head of the Albright house and will also have supervision of the Tenney house.

Miss Martha Spalding of Syracuse, N. Y., is appointed head of the Gillett house, located next to the Burnham school.

Miss Cornelia Tyler Perry, now head of the Clark house and Clark annex, is appointed head of the Northrup house at the corner of Elm and Prospect Streets.

Miss Harriette Cochran Kingsley, now head of the Dewey house, is made head of both the Dewey and Clark houses.

The following six persons were appointed fellows in the departments named:

Miss Myrtle Margaret Mann, A.B. (Smith College), 1908; A.M. (Radcliffe College), 1910, fellow in German.

Miss Helen Franklin Miller, A.B. (Smith College), 1900, fellow in English.

Miss Edith St. Clair Palmer, A.B. (Mount Holyoke College), 1910, fellow in German.

Miss Julia Bayles Paton, A.B. (Smith College), 1909, fellow in botany.

Miss Hilda Estelle Vaughn, A.B. (Smith College), 1909, fellow in English.

Miss Edith E. Ware, A.B. (Woman's College, Baltimore), 1905; A.M. (Columbia University) 1908, fellow in history; (Smith College) 1910-11, fellow in history.

In view of an article on scholarships in this issue of the QUARTERLY it is encouraging to note that President Burton announced that the Trustees had voted to increase the scholarship fund to meet the increase in tuition. Prior to that vote the fund had not been increased since the college had grown to

such large numbers. After President Burton's talk Miss Emerson said:

"When I told President Seelye that you were counting on having a word from him this afternoon he told me he could not promise, but he would speak if the spirit moved him, and I hope that the spirit of college loyalty has moved him to say a few words."

And President Seelye spoke. We have tried to quote what he said exactly, for no Smith alumna wants to miss one word of his:

"I cannot resist in the face of such importunity, and indeed I rejoice to be able to add a sentence to supplement what your president has already said. There is one thing which he omitted in the review of the year and that is the administration. I rejoice that I may report most favorably on the administration. It has been a joy, a constant joy, that my successor has succeeded so soon in winning the confidence of the exacting undergraduates, teachers, trustees, and friends of Smith College. I wish also to state that between us there have been from the beginning the most cordial and friendly relations. I intended to give him a free hand and I have. I did not intend to tell him how to run Smith College; I wanted him to run it himself, take the helm, and guide it according to his own ideas. I have not seen that the Smith College prow varies from the direction which has been given it from the beginning. He has kept it to its course, and I am confident he will continue to keep it to its course, that the ideal of a refined, intelligent gentlewoman will be the ideal which will be present under this administration.

"He has had no jealousy of the loyalty of the alumnae to me, and I assure you I have no jealousy of the loyalty of alumnae and undergraduates to him. The more you like him and are satisfied with his work the better you will please me, and I look forward hopefully to the success of his administration in the years to come.

"I second with all my heart the movement which he is making to increase the endowment for the teachers of Smith College. The college must ever be known by its faculty. Its teachers are the props and pillars of an institution. Our universities and colleges are really outgrowths of the strong personalities of teachers. The universities of the middle ages began by groups of students gathering around a teacher and carrying his teaching forward, and every university and college in the land had embodied and carried forward the personality of those who have taught in it and administered it.

"I remember that just before I went to Amherst they sent out one of the faculty to get an endowment for Amherst. He came back saying, 'I have not succeeded in raising very much, but there is great encouragement for prayer.' And I feel now that though we have not succeeded in raising very much yet there is great encouragement for prayer, for effort. For when I look into your faces to-day and realize what a body Smith College is, how influential it is all over the land, how its students come from all its states and islands, and go out carrying its standard, I feel that we can hope for a million and perhaps two or three million, and when we have a fiftieth anniversary, perhaps fifty million. We had an object lesson here in October showing what Smith College is; to honor it men came from all these sister colleges round about us to present their tribute to the college, honoring the new president at his inauguration. The testimony which came frequently from the men and women who came here at that time was, 'We did not have any idea Smith was such a great college as it is.' And indeed we have not bragged about Smith College; we have been content to let it show for itself. It did show itself and all who came here for the inauguration were impressed with the great executive ability shown by its alumnae in the management of such an occasion.

"I hope that greater things are in store for you in the future, and I assure you that though I move around somewhat as a disembodied spirit, 'whether in the body or out of it, I know not,' as Paul said, still wherever I go I see the evidences of growth and I rejoice in it, and looking at you to-day, remembering what you did when you were here, what you have done since you were here, what positions you fill in your homes and in the vocations in which you have been placed, I rejoice to see what you have accomplished, to know that wherever you go you are carrying the power and strength of the college to which you belong. I trust that as you come back from year to year you will see more evidences of what the college you love has accomplished for its students and for the world."

Then we sang "Fair Smith" with all our hearts and were glad that we belonged.

Tuesday night all the reuniting classes had beautiful times at their suppers, and some of the lonesome non-reuners were taken in and cheered by those who had much to give. President Seelye was an honored guest for a few minutes at many of the gatherings. They do say that the singing was not hushed either on or off the campus at eleven o'clock. Shocking!

And the next morning, the thirty-third commencement of Smith College being over, we left the campus a prey to the small grafters who demand fifty cents for carrying a suit case, and to the very youngest alumnae whose feelings we who are older remember all too well.

1891's REUNION

Half of 1891 and the class baby came back for the 20th reunion, full of loyalty to college and class, and deeply grateful to Mary Raymond, Catherine Dole, Amy Barbour, and Mary Louise Foster, whose more than official efforts made it a glorious week. Thirty-five marched in the alumnae procession, their insignia

green and white fichus and green and white parasols. A class meeting was held, at which it was voted to contribute to the million dollar fund as a reunion gift to the college, and at which the following officers were elected,—Mary Churchyard, president, Susan Fuller Albright, secretary, and Florence Abbot, treasurer. The class supper was held Tuesday; serenades, pictures old and new, toasts and songs, and, best of all, a visit from President Seelye made this evening the happiest of good times. To quote from one of the toasts, "the class has gained in wit, wisdom, and weight."

REUNION NOTES OF 1896

Thirty-five represented the class at the fifteenth reunion. The feature of the celebration was the class song given below, but no fair appreciation of its merits can be had without hearing the contralto effects of the chorus.

The hats worn in the Class Day procession were pronounced very effective. They were made of white crêpe paper adorned with purple iris.

The picnic lunch at Williamsburg was also a source of various kinds of satisfaction to all participating. Laura Crane Burgess conducted the exercises of the Alumnae rally with that mastery of humor of which she is so capable. The reunion committee ably directed by Clara Burnham saw to it that no opportunity for class gatherings was omitted. Among other numerous informal chats on piazzas, etc., was the letter reading on Sunday afternoon. At the class-supper at Plymouth Inn the scintillating wit of the Toastmistress, Grace Collin, seconded by that of all present, made every one wish for a speedy passage of the next five years.

OUR QUINDECENNIAL SONG

Tune,—"*Every little movement,*" from
"Madam Sherry"

'Tis fifteen years since we left college,
With brains securely packed
With every kind of useful knowledge.
We thought that nothing lacked.
The first few years when back we come,
We talk of by-gone days.
We brag of prizes we have won
In matrimonial ways.
Ah!—

CHORUS:—Every class reunion has a meaning all its own,
Though each tries to show how its love for
Smith has grown
And every gilt brick of dross or gold
Now bears a mintage as will be told
At our class-meeting.
The Quindecennial has a meaning all, all its
own.

2

And now when we come back again
We find a large estate
—(Not our small patch of grain)—
Of needs to cultivate.
We note the growing wants of gym,
And all the others, too.
We loved the old regime,
But—we'll do our best for you.
Ah!—

CHORUS:—

CAROLINE R. WING.

1909 AT COMMENCEMENT

"We didn't know that this was 1909's reunion year" people exclaimed when eighty-one of us appeared and settled down upon the campus like locusts upon a corn field. The seventeen year locusts weren't in it either to the noise we made, when with sparklers sparkling we darted in and out among the astonished spectators on Monday night, singing "a rig a jig jig and away we go." It was only fitting that we should take the steps of College Hall after the Glee Club had left, where we held the audience enthralled for another half hour. Then we repaired to Lilly Hall where 1901 sat enthroned, and had the delight of seeing them unveil a very remarkable statue (see 1901's report). During the latter part of the evening we sat in a circle upon the grass, while Ros Underwood turned into a veritable comet, and waving a sparkler in the air led the singing while all the odd classes flocked to join us.

The next day we joined the alumnae procession, and marched together into the John M. Greene Hall for the commencement exercises. The alumnae meeting in the afternoon alone was worth the trip to Northampton.

Our class supper was turned into a delightfully informal picnic at the Allen Field. Geneora Gubbins was toast-mistress and she and the other toasters kept us in shouts of laughter. They were Rosamond Kimball, Myra Thorn-

burg Evans, Martha Gruening, Edna Stoughton, and Elizabeth Tyler.

After supper we went up Round Hill to serenade President Seelye. Many of us felt that the best part of all our reunion was when he came out on his piazza, and stood there as we sang to him. Then he invited us all to come in to see his new home. In the house we were greeted by Mrs. and Miss Seelye. As we filed through, President Seelye stood in his library to show us the desk and other furniture which the alumnae had given him.

After this we went a' serenading all the formal reunions. We ended at 1910's reunion, and were invited to stay for their take-off.

As the clock in the tower struck eleven we gathered under the elms, and said good-bye until we should meet again next year. Why can not every one of this loyal host appear next June leading a class-mate by each hand? Then indeed will 1909 have a "classy" reunion.

1901 DECENTNIAL

Dear Absent '01's:—

You're sorry you were not there, and so are we! Do you want to know what you missed? We have been asked to tell how we did it; by some who looked on from the outside, by some who saw a bit of the inside, by some who followed us around to see what we were going to do next, fearful lest they should miss something if they lost sight of us for a moment.

We know well enough how we did it, but it is a little hard to explain to people who have not tasted and drunk deep of that intoxicating beverage dispensed by our leading lady and on tap at all gatherings of the class—1901 spirit. It pervaded everything; there was hardly a girl of the one hundred thirty-four prodigals who had not a part to perform; everyone worked with enthusiasm. The result was a really remarkable reunion, the wonder and ad-

miration of all who beheld it and most satisfactory to the reunited ones.

We are fortunate in being connected with Northampton by marriage: our three members who live in the city, are indispensable in making plans. Everyone felt that the chief advantage of this reunion was the well-planned compactness of it. We had the whole Burnham house at our disposal, with every possible attention. Those who could not be accommodated in the house, were so near that the Headquarters were much used and the scene of many small and more intimate reunions. We had so much to say and so much to hear that meal-times, when we were privileged to sit quietly (? you should have heard the silence!) for several minutes in succession, with our own friends, instead of with undergraduates and visiting relatives,—proved a boon.

There were three 1901 automobiles to meet trains, to whisk us to our destinations, and to serve as baggage wagons and special messengers on many occasions. A stately procession of two of these machines—piled high with 1901 butter-tubs and parasols fenced in by 1901-ers who stood on the steps—moved in imposing array up Elm Street to Elizabeth Kimball's barn on the morning of the Wednesday after.

1901, though well-nigh notorious for its unity, never appears in units. People spoke of this when they referred wistfully to the good time we were having and wondered how we managed it. One reason was that we all had our little duties, and when not engaged in appearing collectively, we were busy, in groups, preparing to make the next impression. The rehearsals for our two plays occupied a number of people for a number of hours, and ah! the results! Several gifted ones had toasts to cook up—or costumes to look up: committees were diligent in all sorts of directions.

We attended last chapel in a body and in the spirit of 1901—adjourning afterwards to a sing. We think we have improved in singing, it must be so; else

why, during the Alumnæ procession, should we have been selected to leave the line, mass in front of Seelye Hall where President Burton stood, and lead the Alumnæ songs? Marguerite Page Hersey was an energetic and inspiring leader; Mary Barrett as Marshal of the alumnæ was another cause of the spiritual swelling which affected us during these days, almost to the bursting-point. At the Alumnæ Meeting Saturday afternoon 1901 distinguished itself by belonging to the same class as Ellen Emerson, the newly-elected President of the Smith College Alumnæ Association.

Saturday evening we were treated to a reflectoscope lecture by Mary Barrett, entitled "A Demonstration of the De Vriesian Theory of Evolution." It wasn't nearly as bad as it sounds! (The reflectoscope was lent us for nothing, by a Rochester firm, express paid). The lecturer showed us how the De Vriesian theory differs from the Darwinian in that it propounds evolution by mutation, development proceeding not slowly and evenly, but rapidly and by jumps, much as the Kimball's used to play basketball. This theory she applied to the developmental history of a certain kind of living organism which appeared in Northampton about fourteen years ago and with varying periodicity since. Their last appearance was in vast hordes, devouring everything in Smith and very disastrous to the green grass of the campus. Even after careful selection had resulted in the retention of the fittest, they were, at first, incredibly simple forms of life, we were told, and, like other elementary living organisms, were for much of the first week aquatic or semi-aquatic forms, splashing solitarily like single cells, through waters of varying depths. Having found the primary necessities of life—a place to eat and a place to sleep—they settled down and proceeded to form colonies, of which one individual was generally the leader. In this learned and very entertaining fashion, she traced the history of 1901 down to the present date, illus-

trating her points with forgotten but familiar pictures of the early days and delightful glimpses of the second generation.

We had an intermission in the midst of this, to go and wake up '86—who had announced itself as sound asleep. We took an alarm clock and sang to the Long Meter Doxology

1901 greets '86
She's a class of gilt-edged bricks
We'd be in bed if we weren't here
So now you know we hold you dear
Eighty-six!

which rather shocked the ladies—we heard afterwards. We also sang the Reveille—provoking the response "We aren't half as dead as you think." After the lecture, we had a most interesting talk from Maude Miner on her work as Probation Officer of New York City.

The event of Sunday was the distribution of the paper—The Nineteen-Wonder—issued from the editorial sanctum of Marjory Gane and bristling with juicy bits of information, wit, and fancy, gleaned from the replies to a set of searching questions sent out early in the year. We refer you to it—no description can do justice to its clever editing.

Monday morning we donned our milkmaids' costumes and butter-tubs—which had hitherto served valiantly as seats in Headquarters—and added ourselves to the alumnae procession, constituting more than one-eighth of that body present. The butter-tub song, ending

"We're getting so old that we
Carry our tubs you see
So as to save our poor feet."

—the signal to deposit the tubs on the ground and ourselves on the tubs—appeared to make a hit.

At the Alumnae Rally in the Students' Building following the procession, 1901 furnished an important member of the entertainment committee (Mary Barrett); the lady (Ethel Lane Smith) who sang so well the lovely songs written for the occasion; the author (Grace Viele) of one of the best things read, an alphabetical poem, and the Sinai Cheer. (See write-up of ALUMNAE RALLY).

Following the rally was the picnic in Allen Field Orchard. Again the wisdom of a butter-tub costume was demonstrated; here they figured once more as seats; they were invaluable as handbags, their rimmed lids made most useful plates, and later, in the Field Events, they served very naturally as base-ball bats and bases. President and Mrs. Burton attended the picnic and seemed to enjoy it as much as we did; the President addressed us briefly—then had to tear himself away from the EVENTS to lunch with a mere Commencement Orator. The first event was a Fat Ladies' Race—for which we had to qualify by passing between two columns of unsteady butter-tubs placed so close together that no one but a *very* skinny person could get through without disarranging them. Then the Fat Ladies ran, the tie between Maude Miner and May Lewis being won by Maude Miner only after three trials.

The Thin Ladies took part in a potato race with potatoes colored especially for the occasion—a grocer might have thought them oranges—in collecting which, Gertrude Weil easily proved victor. Then came a base-ball game between 1901 and itself, in which 1901 won.

Weary but indefatigable, we retired to semi-private life for a few hours—hours of preparation, rehearsals, calls, a basket-ball game between alumnae—four of them 1901 girls—and the present generation, score 14 to 14, baby-tending, husband-communing. Some one said the only possible addition to the reunion arrangements would have been a public stenographer behind palms in the Burnham House—for the convenience of deserting wives. Two husbands, Mr. Frances Buffington Bartter and Mr. Elizabeth Brown Stearns, thoughtfully came along to save their wives the bother of writing, and for this we thank them. Mr. Bartter is said (by Mrs. Bartter) to have chosen to attend the 1901 reunion in preference to the Coronation of his King—a discreet choice,

surely—and one which he, she, or we can never regret. We cannot help wondering what, in the back of his English clerical mind, he thinks of higher education for women in America; and what, moreover, we should have done without his help. Poor Mr. Hinckley advertised for his lost wife and for part of his wardrobe, which turned up missing, but we know we needed both Agnes and the garments in question more than he did.

Ivy night we made no public appearance until 9:15—except for a brief call on '81 holding its Thirtieth reunion in Plymouth. To the tune of "I want to be an angel" we serenaded them:

"I'd like to be a lady
As nice as '81
As genteel in my manners
And yet as full of fun."

They adopted the tune and when they called on us at Class supper replied:

"We wish we were in numbers
As great as 1901
But we're the three old ladies
To whom last night you sung."

The real event of Monday evening was the unveiling of the Statue of John Dolman, heralded by that enterprising sheet, "The Nineteen-Won-der"; 1901 could hardly get to the place appointed, Lilly Hall Steps, by reason of the mob which had collected, and which pursued us around the campus when we modestly retired once in the hope of losing them. Even a large band of Seniors stuck to us, and could not be decoyed off by their own Class when they saw that May and Ellen were about to effervesce. May's introduction of the speaker of the evening tantalized them with its (to them) inaudibility; to their impatient demands of "Louder! Louder!" she quietly asked, "Can 1901 hear me?" and went on in the same tone, to our delight. The presentation speech was delivered in true Emersonian Style, and vastly enjoyed. After reviewing the possibilities of permanent memorials to be left to the College, Ellen said they had abandoned the suggestions of, 1—A moving sidewalk for commencement, 2—An orthopedic last

for Commencement shoes, 3—A combination soda fountain and wading pool, 4—A day nursery to be called "The Carlotta Creevy Crèche"; and had agreed upon this statue of John Dolman as most appropriate. The rubber cape veil suspended from a parasol which occupied the center of the steps was delicately drawn aside by balancing Kimball twins—and there stood John, large as life and several times as natural. He maintained a fitting sobriety for a few minutes, but was overcome by the appeals of Ethel de Long's poem, and his face slipped several times. The poem follows, and following it was the very best rendering we have ever heard of the ballad of Fair Imogene. John was in excellent voice—the song has lost none of its verses, its tunes, or its tempos in the years that have passed—and "Be'old me, I told ye" rang out with more than dramatic fervor.

THE POEM

We're gathered tonight on this beautiful green,
Whether married or single, both fat ones and lean,
With a cause to unite us—like one touch of nature,
To raise to John Dolman a *beautiful* statue!
What gift could be fitter for dear Alma Mater
Than the figger of John, who has stood as a pater?
These husbands, both absent and present, may think
They command our affection. But just watch our John wink!

He knows why we're rearing the statue to he—
'Tis because there is really no one like John D.
Not a husband or sweetheart among us could get us
To put up an image of *Him* on this campus.
Those must go in the backyard, in the vegetable patch,
Such imposing surroundings as this would not match.

For this elegant tribute no expense has been spared.
Had it cost us a *million* we would not have cared.
Such handling! Such noble proportions! observe
How the artist has sought his sweet smile to preserve.
How oft has that smile lighted for us the gloom
That fell on our hearts at poor Imogene's doom,
And that fair sculptured wink, it has calmed us you know.
As we heard that 'mong Dead Men we all had to go.

What superb composition! how lifelike the pose!
'Tis a masterly treatment from his crown to his toes

And almost it seems he might speak, if he would.
 We'd burst with emotion if only he could!
 What matter though sometimes he has put us out?
 He won't any more! he is sorry, no doubt.
 His one failing forgotten, he'll go down the years
 Our Matchless John Dolman, without any peers!

After this ceremony we sat in a circle on some very damp grass between the Dickinson and Lawrence, debating about prizes that were to be awarded for several achievements; out of spontaneous repartee and punning, appeared prizes to match the occasion, however unexpected, in miraculous fashion, and then we camped down in front of our ivy and sang to it, to some of our leading ladies, and to anyone who dropped around to call. As we left the campus we serenaded the President and his wife—who put out the lights and came to the window to make acknowledgment.

The Post-Collation announcement meeting, presided over by Ellen Emerson, is reported elsewhere.

At a short class meeting between Commencement and Collation we transacted one piece of business only—announced in the Alumnae meeting as follows: “1901 did not intend to make any gift to the College at this time, thinking that the effort to do so might prevent some of the class from coming back; but after giving ourselves the best time we could think of, we have \$250.00 left, which we have voted to donate to the \$1,000,000 Endowment Fund.”

Our Class Meeting was a very pleasant occasion. We elected new officers; President, Antoinette Putnam-Cramer; Vice-President, Mary Barrett; Secretary, Elizabeth McGrew Kimball; Treasurer, The Kimball Twins.

We passed votes of thanks and two resolutions: One to make Delia Leavens a life member of the S. C. A.; the other to show our endorsement of and interest in Maude Miner's splendid work by writing in a book the names of those of us present who were willing to be called on for help—anywhere over the country.

The Burnham Gymnasium was very full of us that evening—and consequently a pretty sight, being further adorned by class decorations and flowers. Each girl's plate was marked by a yellow rose—yellow roses were strewn down the center of the tables, also, the gift of Ethelind Child's mother; we had flowers from Mrs. Clarke—our honorary member—letters from Helena Kriegsman's mother, from Laura Lord, Mrs. Mary Knox Buchwalter, Charlotte De Forest, Delia Leavens, Julia Logan, and Mary Curtis. 1903 distributed among us one sweet pea for each nose, considerably limiting their tribute to something easily taken care of. There was hardly time for us to carry out our program of supper and toasts, so deluged were we with calls from outside. Those who came were 1881, 1903, 1906, 1908, 1909, 1910, 1913, and a delightful trio of 1900, 1902, and 1904, who did a very clever stunt out of their ironical sympathy because we were being neglected. To most of these visitors we sang hospitably “You're packed in like sardines, nothing to eat, always a-walking, never a seat.” Miss Caverno came and made a delightfully complimentary speech; and President Seelye came much pleased with the song we sang to his own “President's Song” tune, with new words by Edith Tilden. He rejoiced in the loyalty that had brought us back, the largest Decennial he had ever seen. Of those at Class Supper, fifteen were non-graduates whom we were mighty glad to see again—and one was Carlotta, our big class baby, nearly nine years old, who has the true 1901 spirit and does her part with winning determination. After duly considering the distracting collection of unusually charming baby pictures on exhibition in Headquarters, we unanimously awarded her the prize—an Ingersoll watch.

We wish it were possible to reproduce the toasts we so much enjoyed but, as one of the toasters observed, cold toast is not enjoyable and the crispness might

be lost. Here follows, however, as there, the delectable play written by Rosamond Hull and Ethel Hawkins—

"The Shy Looks of Shylook."

It was inimitably rendered by Martha Howey in the title role and Ethel Lane Smith, Marguerite Page Hersey, and Lucy Ellsworth Creely as the three suitors who tried to suit themselves with Shylook.

THE PLAY

Cast of Characters

Shylook, a modern young man.
1st girl, of Class of 1901.
2nd girl, of Class of 1901
3rd girl, of Class of 1901.

YEAR—1901.

(*Shylook sits in long, sad silence*).

SHYLOOK: In sooth, I know not why I am so sad.

(Extremely long, sad pause).

It wearies me; it seems to weary you—
(Another pause).

You know me well; I am the modern man.

I cannot choose. Oh, me, the word to choose!

My sires and my grandsires chose their dames,
But now alas! the naughty times are changed,

And man, good sooth, must hang upon the bough
Until a virgin hand doth pluck him down—

Choose! Choose! Ah, me! for neither may I choose,

Nor yet, good lack, refuse whom I mislike—

And now these many years I ripe and ripe,

And am not bid for love. 'Tis very odd.
But soft! the goodly year is 1901—
From college portals twelve score maidens pour

And shall I think they all can lack the eye

To mark that I am fair? Forbid it, heavens!

Bethold, there stand three caskets, and the maid

Who chooses that which holds me, her's am I.

(Starts then with great eagerness).

And in good time, here comes an eager dame.

(Enter 1st girl).

SHYLOOK: A lemon, oh, ye gods! a very lemon.

Yet must I bide the lottery's decree.

Then hush my trembling tongue. I must not speak.

FIRST GIRL: Mislike me not for my complexion.

I tell thee, Shylook, this aspect of mine Hath charm'd ere now. I would not change this hue.

Oh, look upon it, look, oh, Shylook, Shy—

SHYLOOK: Still must I bear you with a patient shrug,
For sufferance is the badge of all my tribe.

FIRST GIRL: Fair sir, you spat on me on Wednesday last,

You spurn'd me such a day; another time

You call'd me hen; yet ev'n for that I thank you

Therefore I pray you, lead me to your caskets,

To try my fortune, and to learn my fate.

(Aside).

Beshrew me, but I love him heartily.

SHYLOOK: (His teeth chattering in great fear).

Then draw aside the curtains. Gods! oh, gods!

Preserve me from this lime. Quick, make your choice.

FIRST GIRL: (Reading from boxes). Who chooseth me shall give what many men desire.

(Picks up second).

Who chooseth me shall get the thing that she deserves.

(Picks up third).

Who chooseth me shall gain a very common thing.

Some god direct my judgment! Let me see

What says this little casket? Who chooseth me shall gain a very common thing.

(Superciliously) A common thing? A common thing for me?

Absurd. I'll none of it. And what of this?

Who chooseth me shall get the thing that she deserves.

As much as she deserves? That sounds more like it

If I be rated by my estimation, I do deserve enough. Is he enough?

In looks, he is but so-so, and for brains, A good, plain mind, straightforward, hardly subtle.

He seems a goodish sort, but that's not all.

And if I tossed an airy word or two On Maeterlinck or Münsterberg or Strauss,

Eugenics, therapeutics—and he stared,

My fair romance would totter to the ground—
I doubt if he's as good as I deserve—
What says the third? *Who chooseth me shall give*
What many men desire. Give? Shall give?
It raves. The question is, what do I get?
(*Long pause—Suddenly a fatuous smile breaks over her face.*)

I see it all. 'Tis subtle. When I wed, I give indeed what many men desire. Here do I choose, and thrive I as I may.
(*Opens Educator box.*)

O Hell! What have we here? a written scroll,
And biscuits. *Warum biscuits?* These for me?

I see it all. 'Tis subtle. *Educators.*
(*Picks up scroll and reads:*)

"Not for you the name of wife,
Yours shall be the higher life—
Yours to sow the seed of truth,
In extraneous little youth,
Yours to give, and give, and give,
Feeding knowledge through a sieve.
Yours to teach the little beast
What he wants to know the least.
And be sure you get the hook
If he will not learn his book."

(*Angrily:*) Give, quotha, give. Good truth, I'll give it them.
(*Exit tumultuously.*)

SHYLOOK: A gentle riddance. Let the woman go.
Let all of her complexion choose me so.
Ye gods! Another curdling fright like that
Will put me in a sanitarium. (*Starts*).
Marry! Another hastening here apace.
(*Recoils*).

Marry another! (*Bitter laugh*). Wherefore say I so
I've married none as yet, nor shall, God send,
An they be such as she who parted now.
But soft, this other seems a proper lass.
Comely, I warrant, and her sunny locks
Hang on her temples like a golden fleece.
And she should get me 'twere not wholly bad.
Behold, there stand the caskets, noble dame—
If you choose that wherein I am contain'd,
Straight shall our nuptial rites be solemnized.

SECOND GIRL: Oh, destiny, what hast thou in thy hold
For this thy handmaid fain of thy decree?

O callous caskets! What will ye unfold,
When as this little hand shall turn the key?

On to thy virgin choice, presumptuous maid,
Eager but coy, though ardent, yet afraid.

SHYLOOK: She speaks in verses! Tut, it likes me not.

SECOND GIRL: Ah, Shylook, Shylook, sayest thou but now
That secret in a casket there doth bide
The image of thine Elbert Hubbard
brow,
Thy Mordkin shoulder. Naughty man
to hide!
Oh, Shylook, would it fear thee should
I try
To find thy image, even little I?

SHYLOOK: Ye gods! Ye gods! Must I endure all this?

SECOND GIRL: (*Goes to caskets and reads*).
Who chooseth me shall gain a very common thing.
A common thing? Oh, never Shylook, this.
What says this second casket? Let me see
Who chooseth me shall give what many men desire.

What many men desire. Most philistine.
I will not choose what many men desire
Because I will not jump with common spirits

And rank me with the barbarous multitudes.

Why then to thee, thou other treasure house:

Tell me once more what title thou dost bear.

Who chooseth me shall get the thing that she deserves.

The thing that she deserves, including Culture,

Subtlety, Grasp, a sense of the Worth While,

A feeling for the Inner, Utter Thing,
The Seeing Eye, that places him among The Esoteric Circle—Those who know!
Ah! intuition tells me these are his And these are mine. Then I'll assume desert.

Then lift the lid, oh! trembling little hand.

SHYLOOK: Trembling? Good Gad!
I'm doing all the trembling.

SECOND GIRL: What's this? A manuscript "returned with thanks"? My little verses on "The Seeing Eye"! When had a publisher a seeing eye?

How much unlike my hopes and my deservings.

(Reads from outside).

Who chooseth me shall get the thing that she deserves.

Is this my prize? Are my deserts no better?

What's on this scroll?

(Reads).

"You have naught to do with men,
You must ever drive the pen,
Send your writing off and then
Back they'll come to you again.
Do not fret or fume or champ.
Fetch and lick another stamp.
When you re-unite at Hamp,
You must join the maiden camp."
A very vulgar style. So obvious.
Shylook, adieu. Belike it is as well
My mind misgave me, you were not of
Us.

(Exit).

SHYLOOK: O these palav'ring fools,
when they do choose,
They have the wisdom by their wit to
lose.

(Sees another girl).

What! Will the line stretch out to the
crack of doom?
Another yet, a third! I'll see no more.

THIRD GIRL: O'er East and West and
North and South I've ranged
To satisfy the longings of my soul.
Romance has colored all my youthful
dreams,
But nowhere do I find it in the flesh.
I find it in the shining of the stars,
I find it in the flow'ring of the fields,
But in the ways of men I find it not;
No glamor in a derby-hat for me,
No rosy light upon a dinner-coat,
Romance at twenty-three—there's no
such thing—

And since 'tis so, why, I'll be practical,
Submit me to the caskets, bide by that,
Accept my lot.

SHYLOOK: (Slightly surprised).
The woman talketh sense
What said she? Practical? Why, that's
the stuff
Ay, marry, peace it bodes and pleasant
life.

No massy, leaden biscuits with my tea,
No buttons hanging by a single thread,
No heaped dust encumbering my desk
But oh! the plunge. (Starting: alarmed)

She's at it. Heav'n! Heav'n!
She's choosing even now and if she
wins—!
The rest have failed; they cannot al-
ways fail!
'Tis closing in upon me. Gods! oh gods!

She's not so bad, and yet, oh, blessed
days
Of Freedom, are ye slipping from me
now?

(Teeth chattering).

THIRD GIRL: (Reads).

"Breathe no sigh for fancy fled,
Squelch the heart and trust the head
Shall I play or work or wed?
Reply, reply—

Girls must learn to close their eyes,
Follow their fortune where it flies,
Never lament when fancy dies.
Let us both ring fancy's knell:
I'll begin it. Ding, dong, bell.

BOTH: Ding, dong, bell.

THIRD GIRL: (Looks at boxes).

Away with this, away with this one too.
(Picking up third box and reading):
Who chooseth me shall gain a very com-
mon thing.

Why, let's be common since there's no
romance.

This third for me, substantial common-
sense.

SHYLOOK: (Limply; as he watches her).
She's got me. It is destiny. Amen.
Ah! men! They are not what they used
to be,
Those virile, stalwart souls who
clubbed their girls
And dragged them willy-nilly to their
caves:
For now the shoe is on the other foot
And men, God wot, must stay where
they are put.

THIRD GIRL: (Opening casket, finds
picture of man and reads scroll).
"Cease to look for something new.
Marriage is the job for you.
Be content and take your cue,
Same old game of two and two.

Eve and Adam came to this,
Be a Madam, not a Miss.
Claim him with a loving Kiss

A poor thing, but thine own he is."

SHYLOOK: What's done is done—and I
escaped the lime,
Well, thou mays't have me. To the
Altar! Come.

(Leads the third girl off).

The Class adjourned to perform the
above and a sketch on "My buckets, oh
my Christian buckets," for the benefit of
1911, returning about midnight to enjoy
the opera of Omelet and Oatmealia by
Ona Winants Bourland. We hope you
may all read it later. If only the cos-

tumes could be described! Consider the cast and reflect upon the possibilities!

Cast

Prince Omelet

Frances Buffington Bartter

Oatmealia.....Ethel Lane Smith
The King, Fraudius.....Julia Mitchell
Milk, the Queen

Marguerite Page Hersey

BaconiusClara Schaufler

PostumGertrude Weil

BologniusEllen Emerson

Toastem, the grave digger,

Rebecca Robins Mack

Jim Dumps.....} The Kimball Twins

Sunny Jim.....} Eleanor Hotchkiss Potter

Camelia Kidd.Leal Fales

Ghost of Chanticler.....} Ellen Emerson

Policemen ...{.....} Ellen Emerson

Rebecca Robins Mack

It was very late when the last attraction was over and even in our well-preserved condition, and in spite of all the precautions we had taken for our comfort, we felt the effects of these strenuous days. What we felt more keenly than ever was the splendid spirit and unity of 1901: inculcated into us by our leading lady early in our infancy, fourteen years ago, it has been lived before us constantly ever since. We cannot but glory in it and imbibe as much of it as we have capacity for. We were impressed by the achievements of 1901—by the diversity of her interests and accomplishments—in striking contrast to the uniformity of her costume; by the way each one dropped her absorbing private interests and fitted exactly into her 1901 niche—in every case a niche larger and more adequately filled than in the 1901 days. We have gratefully to acknowledge many presents, beside those already mentioned, a large box of candy from Mr. Beckman, the elegant menu cards from the Cambridge Press, two crates of oranges, many cantaloupe, a huge bunch of bananas, one Edam cheese, boxes of Educator crackers, and unlimited hard work donated by members and friends of the class. The en-

thusiastic sentiments of every one found frequent utterance in speech and in our handshaking ballad,

"I can't think whether she's married or not,

But I'm awfully glad she came."

REBECCA ROBINS MACK.

REGISTRATION, COMMENCEMENT 1911

ex-1911

Mary Horn, Else Kohlberg, Ellen Riedel,

1910

Mary Alexander, Helen Allen, Norma Anderson, Lillian Ashworth, Lucretia Atwater, Ruth Baldwin, Madeline Ball, Bernice Barber, Martha Barker, Gertrude Barry, Francesca Bartlett, Virginia Bartlett, Helen Bates, Mildred Baxter, Marcia Beebe, Dorothy Belden, Imogene Bennett, Dolly Bennett, Eleanor Benson, Adrienne Bergen, Mary Bergen, Helen Bigelow, Elizabeth Blodgett, Marion Booth, Opal Bracken, Elise Bradford, Helen Bradley, Lucile Bradley, Grace Briggs, Alice Brockway, Elizabeth Brown, Katharine Browning, Marjorie Browning, Edna Bunnell, Caroline Burne, Maude Bushnell, Susan Calkins, Hilda Camp, Evelyn Canning, Edith Carson, Mary Cavanagh, Gertrude Chapin, Breta Childs, Faith Clark, Edith Coleman, Florence Coleman, Cassie Crane, Esther Crane, Marion Crozier, Margaret Cushman, Edith Cutter, Margaret Dauchy Migel, Alice Day, Helen Denman, Elizabeth Dow, Elizabeth Eddy, Dorothy Fairbanks, Guinevere Fennell, Abbe Ferrin, Juanita Field, Marjorie Fraser, Marion Frederickson, Edna Fuller, Florence Fuller, Louise Gates, Margaret Gilbert, Edith Gill, Margaret Gillis, Florence Grant, Elaine Gray, Marion Greenhood, Elizabeth Gregory, Eileen Hafey, Winifred Hann, Elizabeth Harding, Maud Hammond, Margaret Hart, Elsie Hastings, Mabel Havens, Florence Hauxhurst, Fanny Hazen, Harriett Hibberd, Gertrude Hedden, Florence Holmes, Harriet Hedges, Alice Howe, Annette Hoyt, Irene Hoyt, Katharine Hubbs, Elizabeth Jackson, Alice Jacot, Elizabeth Jameson, Katherine Jenkins, Muriel Johnston, Frances Johnstone, Eleanor Jones, Helen Jones, Kate Keith, Effie Kelso, Annis Kendall, Celia Kimball, Katherine King, Helen King, Chase King, Lillian Landy, Edith Lawrence, Blanche LeGrok, Ruth Leighton, Leslie Leland, Ruth Leonard, Ruby Litchfield, Mary Luce Hughes, Helen Luitwieler, Julia Luscher, Alice McGuire, Grace McGuire, Edith Manning, Sally McMullan, Elinor Means, Margaret Menns, Gladys Mendum, Winifred Metcalf, Margaret Miller, Annaymar Milliken, Editha Miner, Ruth Mitchell, Edna Moehring, Louise Montgomery, Gladys Moulton, Florence Murray, Carrie Newhall, Elizabeth Nichols, Margarita Norris, Alice O'Meara, Alice Otman, Mildred Owen, Caroline Park, Marion Patton, Azalia Peet, Mildred Perry, Laura Pettingell, Ona Pfleke, Kate Pike, Esther Porter, Aldana Quimby, Jessie Post, Ann Rawls, Helen Rees, Mary Reilly, Wilma Ridgway, Marjorie Roberts, Gertrude Robinson, Annabel Root, Erminie Rost, Gladys Russell, Evelyn Ryder, Marguerite Scott, Muriel Seelye, Carolyn Shaw, Helen Sherman, Marjorie Simmons, Bertha Skinner, Elizabeth Skinner, Ellen Skinner, Elizabeth Smart, Hortense Smith, Marjorie Smith, Marion Stearns Grush, Ethel Stimson,

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Yeoli Stimson, Anna Streibich, Viola Sullivan, Elsie Sweeney, Portia Swett, Sue Taylor, Clara Thieme, Edith Thornton, Ruth Tuttle, Estelle Valentine, Marjorie Valentine, Mabel Van Deusen, Louisa Van Wagener, Helen Walters, Florence Ward, Lorraine Washburn, Dorothy Waterman, Olive Watson, Marion Webster, Marjorie Wells, Maude Wesby, Ednah Whitney, Helen Whiton, Elizabeth Wilds, Ethel Wilson, Mary Winans, Maud Woolson, Elizabeth Wright, Louise Yew.

1909

Elizabeth Allison, Elizabeth Alsop, Martha Alyea, Sigrid Andersen, Helen Andrews Minkler, Lucy Ballard, Frances Bickford, Ethel Blandin, Elizabeth Bryan, Pearl Bryant, Ruth Burdett, Lucy Cole, Elizabeth Crandall, Vesta Crocker, Emily Davis, Leah Dempsey, Mary Ellis, Lorena Emmons, Olive Fobes, Mary Gleason, Julia Gragg, Mabel Grandin, Bertha Goldthwaite, Martha Gruening, Geneva Buggins, Ann Harwood, Jessie Haver, Ruth Henley, Edith Honigman, Grace Johnson, Angelina Johnston, Rosamond Kimball, Mildred Lane, Marie Lotze, Ella Mayo, Ruth Lowrey, Luella McNay, Alice Merrill, Frances Mills, Dorothy Miner, Elizabeth Moseley, Josephine Newell, Florence Paine, Margaret Painter, Gladys Ralston, Eunice Remington, Grace Richardson, Jeanne S. Richardson, Dorothy Ringwalt, Lois Robinson, Helen Seymour, Eloise Simons, Mary Stevenson, Edna Stoughton, Margaret Taylor, Helen Thomas, Myra Thornburgh Evans, Edna Twichell, Rosamond Underwood, Ethel Updike Magna, Dorothy Woodruff, Annie Wheelock, Anna Whittlesey, Isabel Wilcox, Ada Worrick, Anne Wiggin, Elizabeth Wright Murdoch.

1908

Mary Averill, Ida Barney, Ethel Bowne White, Frances Boynton, Caroline Brackett Blakeslee, Margaret Bright Parkhurst, Flora Burton, Gertrude Butler, Martha Campbell Meyer, Frances Clary Snow, Arabella Coale, Beatrice Conant, Edith Cowperthwaite, Lena Curtis, Antoinette Doughty, Mary Dow, Ruth Eliot, Helen Ellsworth, Mary Freeman, Alice Friend, Elinor Goodridge, Helen Hills Hills, Katharine Hinman, Nancy Holdgdon, Edith Holman, Dorothy Kenyon, Margaret Kingsley, Victoria Larmour, Ethelyn Manning, Alice Merriam, Dora Murdock, Grace O'Donnell, Sophia Opper, Mary Parsons, Laura Pomerooy, Margaret Rankin, Lucy Raymond, Faith Reed, Helen Reed, Anna Russell, Margaret Sayward, Mary Smith, Lucy Stearns Keys, Esther Stone, Nine Thompson, Maude Tomlin, Jane Thuman, Martha Weed, Clara Welsh, Edna Willis, Jessie Wilson, Gladys Wood, Carrie Woodward, Ruth Webster.

1907

Catherine Allison, Isabel Brodrick Rust, Bertha Christiansen, Margaret Chevalier, Helen Curtis, Cherie Duffey, Ethel Felton, Harriet Follett, Mary Hardy Anne Holloway, Millicent Lewis, Helen Moody, Frances Morrill, Ethel Parsons, Susan Penhallow, Violet Stocks, Louise Thorne.

1906

Helena Alford, Alice Barker Ballard, Helen Barker, Lillian Barrett, Amelia Bent, Margaret Bridges, Alice Cary Newlands, Clara Cooley Campbell, Gertrude Cooper Dean, Marion Dodd, Alice Faulkner, Helen Fellows, Alice Foster McCulloch, Ethel Hammond, Alice Hildebrand, Margaret Hutchins, Barbara Kauffmann, Marion Keeler, Mabel Kent, Cassandra Kinsman, Amy Maher, Vardrine McBee, Edna MacRobert Morse, Lois Mann, Frances Manning Bent, Myra Mitchell, Ethel Monson, Aline Mooney Ryder, Ethel Moore,

Harriet Muhlemann, Margaret Norton, Helen Pomroy, Helen Putnam Kingsbury, Bertha Reed, Marion Reynolds, Alma Roberts, Marion Robinson, Florence Root, Mary Schureman Imig, Susan Tanner, Bessie Warren Skelton, Helen Warren, Mildred Wiggin, Anna Wilson Dickinson.

1905.

Sarah Ball, Edna Capen Lapham, Mabel Chick, Helen Dill, Emily Emerson, Alice Evans, Margaret Foster Melcher, Ruth Gallagher, Alice Holden, Ruth Johnson, Marion Pooke, Susan Rambo, Lillian Trafton, Helen Wright.

1904

Harriet Abbott, Marie Conant Faxon, Louise Fuller, Edith Goode, Olive Higgins Prouty, Margaret Hotchkiss Streit, Mary Kimberly Shirk, Annie Mead Hammond, Rachael Rising Woods, Josephine Sanderson, Mary Van Kleeck.

1903

Elsie Burke, Rebecca Carr Stone, Georgia Field, Grace Fuller, Maud Hammond, May Hammond, Helen Hill, Edith Hill, Rose Kinsman Bassett, Margaret McCutchen, Marion McClench, Alice Murphy, Madeleine Newell, Eva Porter, Laura Post, Frances Purtill Stapleton, Margaret Thacher.

1902

Mary Allison, Ethel Bliss Woodworth, Julia Davis Richmond, Ethel Freeman, Edith Hancox, Helen Manning Riggs, Sarah Schaff, Julia Smith, Louise Vanderbilt.

1901

Isabel Adams Dodge, May Allen, Caroline Arms, Katherine Ayres Williams, Mary Bartstow Guernsey, Jennette Bartholomew Robotham, Alice Batchelder, Mary Bellows, Marian Billings, Julia Bolster Ferris, Anna Bradford Hubbard, Ethyl Bradley, Alice Brannon, Mabel Brewer Higgins, Ethel Brocklebank, Elisabeth Brown Stearns, Helen Brown, Annie Buffum, Frances Buffington Bartter, Edith Burbank Farr, Marguerite Page Hersey, Katherine Carle, Mary Chase Lane, Agnes Childs Hinckley, Josephine Chrysler, Blanche Clough Farrington, Martha Criley, Ethel Cobb Arnold, Antoinette Putnam-Cramer, Mary Coggeshall, Alice Cummins Hudson, Daisy Day, Elizabeth Dike, Annie Duncan, Louise Harris Beach, Ethel Hawkins, Ethel de Long, Louise Dillon, Ellen Duggan Connor, Alice Duckworth Pearson, Emma Durkee, Lucy Ellsworth Creevey, Ellen Emerson, Leal Fales Hall, Marguerite Fellows Melcher, Amy Ferris, Sara Fisher, Nellie Fisdick, Claire Foster Rahe, Marjory Gane, Fanny Garrison, Laura Gere, Evelin Goodsell Jennings, Esther Greene, Mabel Hedden Havell, Helen Henderson Butler, Florence Hinkley Dana, Susan Hood Emerson, Eleanor Hotchkiss Potter, Ethel Howard, Helen Howes Gleason, Martha Howe, Rosamond Hull, Edith Hurlbut, Hannah Johnson Stoddard, Amy Jones Rice, Jane Kerr, Alice Kimball, Jessamine Kimball Draper, Louisa Kimball, Ethel Lane Smith, Grace Larmonth Snow, Rosamond Lent, Mary Lewis, Frances Lips Harshaw, Alison Locke, Edith Laskey Parker, Christine MacLeod Chace, Elizabeth McGraw Kimball, Rebecca Mack, Nona Mills Hardy, Maude Miner, Mabel Mead, Julia Mitchell, Marion Niles, Helen Olcott, Elmeline Palmer Spalding, Margaret Piper, Florence Pooke, Helen Pooke, Amy Pope Shirk, Clara Reed, Florence Reeves, Helen Rice, Katherine Rising Coy, Madelaine Rogers, Mary Sayles Moore, Clara Schaufler, Lillian See, Marie Sexton Gregory, Susan Seaver Seaver, Elizabeth Sherman Dixon, Marion

Sharp, Maysie Simpson, Helen Shoemaker Elmer, Ruth Slade, Florence Smyth Reynolds, Clara Sprague Cooke, Helen Stratton, Marie Strong, Marie Stuart Edwards, Bertha Sumner, Laura Thayer Neal, Anna Thomson, Anne Thorne, Edith Tilden, Alice Taggart, Miriam Titcomb, Miriam Trowbridge Barker, Grace Viele, Josephine Waymuth, Gertrude Weil, Elizabeth Wilson, Ona Winants Borden, Alice Woodfin, Louise Worthen, Alice Wright.

1900

Annie Foster Murray, Emogene Mahony, Edith Monson, Mabel Perkins, Elizabeth Revell McCallum, Elizabeth Whitney.

1899

Harriet Bliss, Edith Burrage, Edith Rand.

1898

Alma Baumgarten, Lucy Cable Bikle, Edith Clark Low, Clara Fay Doane, Elizabeth Mullanly, Helen Rose, Vera Scott Cushman, Elisabeth Thacher, Cara Walker.

1897

Ella Hurtt, Helen Brown, Dorothea Caverno, Alice Gates Hubbard, Lucy Hunt, Grace Lyon, Edith Maltby, Lucy Stoddard, Mary Wells, Carolyn Mitchell Bacon.

1896

Isabel Adams Deland, Annie Allen, Marian Baker Lloyd, Clara Bates Clarke, Emily Betts Loomis, Alice Blackinton, Clara Burnham, Eleanor Bush Woods, Mabel Calef Allen, Mary Carpenter Murphy, Lotta Casler, Alice Childs, Margaret Coe, Laura Crane Burgess, Mabel Durand Pine, Mary Goodman, Martha Hale Harts, Claire Hammond Rand, Edith Hart Holcomb, Mary Hawes, Eva Hills Eastman, Nancy Hoisington, Caroline Jenkins, Frances Jones, Grace Lillibridge Russell, Ethel Lyman, Alice McDuffee, Mabel Millett Carhart, Mary Poland Cushman, Georgia Pope Sawyer, Mabel Reed, Florence Smith, Elisabeth Stone, Harriet Terry, Ethel Warren Coolidge, Edith Wheeler Ripley.

1895

Charlotte Emerson Hitchcock, Elizabeth Fisk, Rose Hinckley, Amelia Tyler, Alice Wheeler Hawley.

1894

Florence King, Dorothy Watters.

1893

Harriet Barrows, Ellen Cook, Mary Cook, Theresa Corser, Gertrude Flagg, Maud Strong, Mabel Whitman.

1892

Mary Rankin Wardner.

1891

Florence Abbot, Grace Ames, Blanche Bowman Watkins, Mary Brown Harding, Mary Churchyard, Nellis Comins Whitaker, Catherine Dole, Bertha Dwight Cole, Susan Fuller Albright, Helen Greene, Gertrude Gutmann Hill, Bertha Keyes, Carolyn Peck Boardman, Helen Peirce Esselstyn, Louise Phillips Houghton, Eloise Platt Benedict, Grace Rand Page, Annie Robinson Wright, Laura Sawin Tilley, Mabel Severens Balch, Lillian Skinner, Adeline Simmons, May Smith, Jennie Stetson Bowman, Janet Wallace, Grace Weston, Clara Whitehill, Carra Wilcox, Elizabeth Williams, Mary Wilson, Mabel Wood Hill.

1890

Rose Hardwick, Laura Loomis, Rose Lyman, Cornelia Moodey, Catherine Turner Minshall, Anna Lathrop Greene.

1889

Mary Gere, Anna Gilmour de Forest, Anna Seelye Emerson.

1888

Mary Woodruff Breaker.

1887

Celeste Hough Drury, Martha Woodruff.

1886

Adele Allen, Mary Baker Fisher, Emma Bradley, Mary Carter Duncan, Jennie Conant, Hattie Cushman, Isabelle Herrmann Ferry, Helen Kyle Platt, Leona Peirce, Bertha Ray Harriman, Harriett Risley Foote, Mary Rosebrooks Runkle, Abby Slade, Lucy Wright Pearson.

1885

Lucy McCloud, Anna Ray.

1884

Clara Clark, Jennie Foote Park, Mina Wood.

1883

Ella Eames Wood, Mira Hall, Elizabeth Lawrence Clarke.

1882

Nina Browne, Sophia Clark, Annie Jackson, Katherine McClellan.

1881

Mary Barnard Daniell, Lucia Clapp Noyes, Marion Cunningham Freeman, Laura Gill, Sarah Kellogg, Amelia Owen Sullivan, Anna Hoyt Washburn, Eliza Huntington, Mary Proctor, Mary Tyler.

1880

Justina Robinson Hill, Netta Wetherbee Higbee.

1879

Mary Adkins Brown, Eleanor Cushing, Mary Gorham Bush, Harriet Warner Palmer.

THE ALUMNAE ASSOCIATION

REPORT OF THE SECRETARY

June 17, 1911

Since the last meeting of the Alumnae Association the executive committee has met seven times—once last June, once in October, three times in January, and twice this week.

The following committees have been appointed during the year:—

- 1) Committee of Alumnae on Choice of Undertakings:
Mrs. Eleanor Bush Woods 1896, chairman,
Miss Mary Whiton Calkins 1885,
Mrs. Elizabeth Cheever Wheeler 1885, Miss Mary S. Hunter 1901,
Miss Lois James 1904.
- 2) Nominating Committee:
Miss Ruth B. Johnson 1905, chairman, Mrs. Mary Knox Buchwalter 1885, Miss Anne M. Paul 1894.
- 3) Procession Committee:
Miss Mary F. Barrett 1901, chairman, Mrs. Marian Baker Lloyd 1896, Miss M. Cassandra Kinsman 1906, Mrs. Helen M. Hills 1908, Miss Caroline D. Park 1910.
- 4) Quinquennial Catalog Committee:
Mrs. Caroline Hungerford Mills 1882, charman, Miss Carol Brewster 1896, Miss Helen B. Story 1900, Miss Florence H. Snow 1904.

Mrs. Mary Duguid Dey 1884, was appointed speaker for the Alumnae at the Inauguration of President Burton, to take the place of Miss Wilson 1895, who was unable to serve.

Mrs. Alice Lord Parsons 1897, was appointed to fill the vacancy on the QUARTERLY Board made by the resignation of Mrs. Whipple.

In August, Mrs. Florence Lord King 1895, resigned from the Board of Editors, and the executive committee asked the QUARTERLY Board to fill her place from one of the younger classes. They appointed Miss Ruth Lowrey 1909.

Mrs. Georgia Pope Sawyer 1896, was

chosen to serve as Commencement Marshal.

The reports of the QUARTERLY and of the Committee of Alumnae on Choice of Undertakings will be read later.

The Board of Trustees has granted the petitions of the Association (voted last June), that the reading room in the library be called the Seelye Reading Room, and that the college pay for printing the Quinquennial Catalog.

A New Haven Smith Club was formed in May, and has become a branch of the Alumnae Association.

The Smith clubs of Washington, D. C., and Franklin County, Mass., have been disbanded.

The Polling Committee, consisting this year of Mrs. Clarke, Miss Snow, and Miss Whitney, met in Northampton on April 27, to count the trustee ballots. The total number of ballots received was 1400 (59 less than in 1910). 39 were thrown out because of unpaid dues, 35 because unsigned, 15 because no candidate's name was marked, 11 because two candidate's names were marked, 1 because unmarked, 6 because received too late, making a total of 107 thrown out. The action of the trustees on the candidate chosen by the Alumnae will be announced after the meeting of the Board on Tuesday.

The Committee of Five from the Alumnae Council met in Northampton in January and have sent their report to every member of the Council.

The Alumnae Council makes the following recommendations to the Association:—

1. That Article VI of the constitution be amended to read:

"For election of officers a printed ballot shall be sent to each member of the Association with the call for the annual meeting, issued at least one month previous thereto.

Votes may be presented either in per-

son or by mail, and polls shall close three hours before the time set for the annual meeting.

Three-fourths of all the votes cast shall be necessary for election.

If any office is not filled by this ballot, a further ballot shall be taken at the annual meeting.

The president, the vice-presidents, and the secretary shall serve for two years. The treasurer shall serve for five years."

2. That the Association give to the Intercollegiate Bureau of Occupations for five years, one-quarter of whatever sum is due as the contribution of the Smith College Club of New York, such quarter not to exceed \$250 in any year.

The Council appointed a committee to consider revising the Plan for Nomination of Alumnae Trustees, and they will report later.

The executive committee recommends to the Association:—

That the salary of Miss Snow, the general secretary, be increased to \$1200.

Respectfully submitted,

ELIZABETH FAY WHITNEY, Secretary.

REPORT OF TREASURER FOR YEAR ENDING JUNE 15, 1911

RECEIPTS.

Balance in the treasury June 15, 1910.....	\$4978.06
Annual dues.....	\$2504.00
Life memberships.....	360.00
Sale of catalog.....	175.90
Postage for catalog.....	2.37
Sale of register.....	3.50
Sale of photographs.....	7.50
Office fees.....	2.53
Copying lists.....	4.35
Commission on sale of QUARTERLY25
Lantern slides replaced.....	1.75
Interest on deposits.....	149.24
	<hr/>
	\$3271.39

EXPENDITURES.

G. & F. A. Rent of room....	\$ 50.00
C. S. A. Joint Fellowship....	200.00
Office furnishings	22.25
Office supplies	45.84
Office repairs50
Postage	163.18
Express and freight.....	11.24
Telegrams and telephones....	5.88
Rent of telephone extension..	6.00
Typewriting council reports..	7.50
Incidental printing	134.70

Collecting publications of alumnae	\$10.00
Clerical assistance	114.20
Collecting membership blanks.	3.00
Traveling expenses of officers and council committee.....	229.68
Alumnae procession	36.65
Auditor	5.00
Grace P. Fuller, services for QUARTERLY	25.00
ALUMNAE QUARTERLY	75.00
Reprinting Inauguration number of QUARTERLY	178.00
Academic gown	37.00
Set of lantern slides.....	50.00
Replacing lantern slides.....	1.75
Addressograph, cabinet and original list	164.74
Changes and additions.....	24.30
Catalog account, clerical assistance	68.78
Postage	14.35
Express and freight.	22.95
Printing	86.50
Telegram25
Mailing	51.86
Envelopes	46.50
C. N. Clark, from sale	100.00
	<hr/>
Present to President Seelye..	968.00
Salary, Florence Homer Snow, general secretary	1000.00
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Balance in the treasury June 15, 1911	\$3960.60
	<hr/>
	\$8249.45

(Signed) ETHEL HALE FREEMAN,
Treasurer.

Audited, June 16, 1911. Frederic A. Pelton.

MINUTES OF THE ANNUAL MEETING OF THE ALUMNAE ASSOCIATION OF SMITH COLLEGE, June 17, 1911

The annual meeting of the Alumnae Association was held in the Lecture Room of the Hillyer Art Gallery, Northampton, on Saturday, June 17, 1911, at 2 p. m. About two hundred and thirty alumnae were present. Mrs. Clarke presided.

The minutes of the last annual meeting were read and approved.

VOTED: Provided the business of this meeting is unfinished at half past four o'clock this afternoon and provided

other matters are to come up for consideration which may not be speedily disposed of, that the meeting adjourn until Tuesday, June 20, to the John M. Greene Hall, immediately following the post-collation exercises in that place.

Reports of the president, the treasurer, and the secretary were read and accepted.

Miss Johnson, for the nominating committee, reported, Miss Ellen T. Emerson 1901, and Miss Anne Safford 1892, were elected president and vice-president, respectively.

Miss Barrett 1901, made some announcements in regard to the alumnae procession and rally on Ivy Day, and Mrs. Sawyer 1896 stated the arrangements for the procession of alumnae to the Commencement exercises.

It was voted that Miss Mary A. Jordan, who received the degree of M.A. from Smith in 1910, and Mlle. Berthe Vincens M.A. Smith 1910, be made honorary members of the Alumnae Association.

VOTED: That a letter of appreciation and of thanks for his twenty-five years of services as director of the Art School be sent to Professor Dwight Tryon.

A letter from the committee on the portrait of Professor Stoddard was read, asking that contributions be sent to Miss Cook.

The reports of the office committee, the committee on the C. S. A. and S. C. A. A. joint fellowship, and the College Settlement elector were read and accepted.

VOTED: That a letter of thanks be sent to the Quinquennial Catalog committee for its faithful and efficient work in preparing the catalog.

The report of the alumnae publications committee was read and accepted.

The report of the ALUMNAE QUARTERLY was read by Miss Fuller 1903, and a financial statement was given by Miss Rand 1899. Both were accepted.

The treasurer gave a report of the money collected for the memorials to President Seelye.

The report of the committee of alumnae on selection of undertakings in working for the college was read and accepted.

This report contained the following recommendations:

1 That the Alumnae Association offer its coöperation in the raising of the \$1,000,000 for endowment under such plans as the president of the college and the officers of the association may outline.

2 That it recommend to all classes raising funds during the period necessary for this undertaking that such funds be given to a general alumnae fund which shall be assigned as a contribution to the endowment fund, and that every other class be asked during this period to secure from each of its members a sum, no matter how small, as a contribution toward this general alumnae fund.

a The committee further recommends that the association take under consideration the advisability of making a permanent feature of the general alumnae fund raised by class contributors and that at the next annual meeting it submit plans showing ways in which such a fund might be managed.

b As a last recommendation the committee desires to indicate the importance of the Alumnae Association taking up the matter of graduate fellowships as soon as it is practicable, in view of the fact that those more intimately connected with the college are the ones who must be relied on to open this less generally popular field to graduates indicating peculiar scholarly ability.

VOTED: To adopt recommendations 1 and 2, and to refer recommendations a and b to the executive committee.

The recommendations of the council contained in the secretary's report were voted on as follows:

1. That recommendation 1 be amended by substituting "a majority of all the votes cast" for "three-fourths of all the votes cast" in the third sentence.

2. To authorize that notice of the pro-

posed change in article 6, recommended by the alumnae council and amended by the association, be sent with the call for the next annual meeting to all members of the association.

Miss Van Kleeck 1904 spoke on the second recommendation of the council and the Intercollegiate Bureau of Occupations.

3. To adopt recommendation 2 of the alumnae council.

The recommendation of the executive committee, contained in the secretary's report, was voted as recommended.

VOTED: That \$25.00 to \$40.00 as may be necessary, be given to the committee on alumnae publications for the purchase of a filing cabinet.

The report of the committee, appointed by the council, to consider revising the Plan for Nomination of Alumnae Trustees, was read and accepted.

The committee recommended that the executive committee appoint a commit-

tee, geographically representative, to discuss the points involved in the Plan and to devise a more simple method of nominating alumnae trustees. This recommendation was adopted.

VOTED: That the secretary write a letter to Frau Kapp, to express to her the thanks of the association for her long and faithful service to Smith College, and their regret that she feels obliged to give up her active connection with the German Department.

A vote of thanks to Mrs. Clarke, the retiring president, was enthusiastically carried.

[On account of the great amount of commencement news we have been obliged to hold over until November the news of the LOCAL CLUBS, and the reports of the ALUMNAE DRAMATICS COMMITTEE, the CLASS SECRETARIES ASSOCIATION, and the STUDENTS' AID.]

ALUMNAE NOTES

ALUMNAE VISITING COLLEGE

1910	Juanita Emily Field, March 11-13.	1888	Mabelle Chase, April 20.
1910	Alice Stephanie O'Meara, March 11-13.	1906	Gladys Paige Pierce, April 22.
1907	Helen H. Hinkley, March 13-14.	1906	Edith Moore, April 21-24.
1905	Eleanor Brown Whitney, March 16.	1902	Mary Wales Glover, April 25-26.
1910	Annie D. Smith, March 17.	1910	Olive Seymour, April 26-27.
1904	Frances L. Lockey, March 17-19.	1903	Laura Post, April 24-26.
1909	Gertrude L. Schwarz, March 20.	1899	Adeline R. Ross, April 26.
1909	Louise Herrit French, March 30.	1905	Emma P. Hirth, April 27.
1910	Lorraine Washburn, March 20-23.	1883	Elizabeth Lawrence Clarke, April 26-29.
1881	Lucia Clapp Noyes, March 20-21.	1905	Edith A. Roberts, April 28.
1910	Bess Knight Roberts, March 20-28.	1885	Mary Whiton Calkins, April 28-29.
1909	Louise Giles, March 23.	1909	Jean H. Perry, May 1.
1909	Alice M. Pierce, March 23.	1905	Edith R. Smith, April 29-May 8.
1910	Frances H. Bickford, March 24.	1893	Anne McConway McEldney, May 3.
1910	Katherine S. Hubbs, March 22.	1892	Laura McConway Scoville, May 3.
1908	Edna L. Schell, March 25-27.	1907	Anna Quincy Churchill, May 3-8.
1910	Mary Anne Staples, March 24-27.	1908	Miriam P. Olmstead, May 6.
1910	Bernice Barber, March 24.	1910	Elizabeth M. Davidson, May 6.
1910	Dorothy Waterman, March 25.	1910	Ethel S. Wilson, May 9-12.
1910	Helen Luitwieler, March 28.	1909	Lois de Moss Robinson, May 12.
1908	Hazel L. Allen, March 27-April 4.	1910	Edna T. Gibson, May 12-14.
1907	Marjorie S. Comstock, March 29-31.	1908	Esther A. Stone, May 12-14.
1909	Katherine H. Wead, March 29-30.	1908	Orlana Ranney, May 12-14.
1906	Florence L. Harrison, March 29-April 2.	1909	Jane B. Wheeler, May 15-26.
1910	Ethel Stimson, March 31-April 2.	1910	Gertrude Chapin, May 15.
1907	Alice McElroy, April 2 and 3.	1904	Mary A. Van Kleeck, May 13-14.
1910	Elizabeth C. Decker, April 2 and 3.	1898	Leila Strobridge Holmes Vaill, May 19-20.
1904	Bertha Davenport, April 1.	1898	Edna H. Mason, April 19-20.
1910	Marjorie L. Browning, April 1-4.	1905	Elizabeth Hamilton Coe, April 19-20.
1906	Josephine A. Lane, April 3.	1905	Alice Evans, May 20-22.
1902	Dorothy A. Young, April 18-22.	1908	Leslie Sawtelle, May 20-22.
1902	Grace Mason Young, April 18-22.	1908	May S. Kissock, May 20-22.
1894	Susan Edmond Coyle, April 20-23.	1910	Florence Fuller, May 19.
		1908	Helen B. Winward, May 23.
		1908	Mabel E. Jones, May 23.

1908	Dorothy Hale Camp, May 23-24.
1909	Helen Seymour, May 22.
1910	Elizabeth Chapin, May 22.
1909	Sheila Foster, May 24-30.
1910	Edith Upham Gill, May 24-30.
1909	Sheila Bryant, May 26.
1881	Laura D. Gill, May 26.
1908	Harriet E. Childs, May 29.
1884	Carrie L. Richardson, May 29.
1909	Vera L. Bull, May 27-30.
1908	Ruth Parker, May 26-30.
1907	Anna Quincy Churchill, May 29-31.
1910	Emelie M. Perkins, May 29-June 1.
1901	Marjory Gane, June 1-3.
1879	Kate Morris Cone, June 1.
1910	Majorie Valentine, June 1-20.
1898	Elizabeth B. Thatcher, May 29-June 1.
1901	Pearl F. Rahe, May 29-June 3.
1910	Elinor G. Brown, June 1-5.
1910	Elaine S. Whitman, June 1-5.
1898	Edith M. Esterbrook, June 3-4.
1906	Cassandra Kinsman, June 3-6.
1910	Mary Steen, June 4-16.
1910	Elsie Sweeney, June 7-20.
1901	Ethyl H. Bradley, June 9.

TABLE SHOWING NUMBER OF
SUBSCRIBERS TO THE QUAR-
TERLY BY CLASSES*

Year	Total	Sub- scribers	Year	Total	Sub- scribers.
1879	10	2	1896	147	43
1880	9	2	1897	177	69
1881	22	6	1898	133	41
1882	28	6	1899	189	72
1883	49	8	1900	213	70
1884	41	10	1901	249	94
1885	38	10	1902	226	66
1886	45	9	1903	234	64
1887	40	7	1904	239	79
1888	43	7	1905	199	71
1889	44	12	1906	220	58
1890	57	18	1907	265	97
1891	73	28	1908	296	94
1892	82	15	1909	322	93
1893	107	23	1910	372	148
1894	107	26	1911	356	154
1895	148	47			

*This Table was compiled July 1, 1911.

†This Record was made in 10 days.

DISTRIBUTION OF ALUMNAE

As a supplement to the map we add the following list of alumnae living in places other than the United States: Alaska 2, Bermuda Islands 2, Canada 9, Canal Zone 1, Ceylon 1, China 11, Chile 1, England 7, France 5, Germany 2, Hawaiian Islands 2, India 4, Italy 2, Japan 9, Korea 1, Mexico 2, New Zealand 1, North Wales 1, Philippines 6, Porto Rico 3, South Africa 1, Syria 1, Turkey 5, West Indies 1.

THE CHICAGO COLLEGE CLUB

On April 29, 1911, the Chicago College Club gave a play—"The Chinese Lantern," by Lawrence Housman—to start an endowment fund for the club. It was very successful financially and

artistically. The University of Chicago had the next largest number of representatives in the cast after Smith, and Vassar, Wellesley, Rockford, and Northwestern each had one. There were twelve Smith girls in the cast and on committees.

CLASS NEWS

1879

President Julia H. Gulliver of Rockford College received notice on Monday, March 27, that, "in view of her interest in the cause of Peace, and the encouragement received from a recent letter" of hers, she has been elected Honorary Vice-president of the International Peace Forum. "This" she is informed "will involve no demand upon her time, but the Forum hopes to have her constant sympathy and the benefits of her advice from time to time." The President of the International Peace Forum is John Wesley Hill, D.D., LL.D., the Treasurer is Henry Clews, and among the other Vice-presidents are the Hon. James S. Sherman, Vice-president, U. S. A., the Hon Joseph G. Cannon, ex-Speaker House of Representatives, U. S. A., Lieut.-Gen. Sir Robert Baden-Powell, K.S.S., K.C.V.O., C.B., Henry Van Dyke, D.D., LL.D., Princeton University, and many others. Miss Gulliver has the distinction of being the only woman on whom this honor has been conferred.

1881

After June 10, address S. Alice Brown care of Baring Bros., London, Eng.

1883

Dr. Eveline Dickinson has recently been appointed Superintendent at the Children's Homeopathic Hospital in Philadelphia.

Caroline E. Hilliard sailed April 29 from New York for a summer of sketching in France.

Mary A. White is enjoying a brief vacation from business in Switzerland.

Edward Heywood Sawin of Gardner, Mass., died May 31. He leaves a

widow—Julia F. Parker, Smith 1883—and one son.

On account of the recent death of her brother, Rev. Wm. Wolcott of Lawrence, Mass., Miss Clara G. Wolcott expects to leave Lawrence and will probably make her home in Denver.

Ex-1883.—Mrs. Annie Leonard Loeb has moved from Berkeley, Cal., to New York City where her address is Rockefeller Institute, Sixty-sixth St. and Avenue A.

1885

Ex-1885.—Mrs. Charles Daniels (Mary Underwood) is living at 98 Atwood Street, Wellesley, Mass.

1890

The address of Mrs. Carleton Greene (Anna Lathrop) is 1 State Street, Schenectady, N. Y.

1892

Grace T. Pratt's address is 16 Oxford Street, Cambridge, Mass.

1893

Jennie I. Campbell has moved to Mankato, Kansas.

Mrs. Harlow Hyde (Maria Woollen) is living at 18 Street and Sanford Avenue, Broadway, Flushing, N. Y.

Mrs. A. H. Lewis's (Bessie Williams) address is East Overlook Road and Woodward Avenue, Cleveland Heights, Ohio.

The address of Mrs. Charles A. Linsley (Julia Taylor) is 47 Mendum Street, Roslindale, Mass.

Agnes L. Williston's address is Long Ridge, Ct.

1894

Mrs. Oliver F. Stevens (Bertha Noyes) has moved to 27 Hillside Road, Newton Highlands, Mass.

Born to Mr. and Mrs. George Chandler Coit a daughter, Lucia, May 14, 1911.

Mrs. O. L. Stevens has changed her address to 27 Hillside Road, Newton Highlands, Mass.

1896

The address of Mrs. Adolph E.

Ibershoff (Mary Storrs) is 1592 East 117 Street, Cleveland, O.

1897

Anna H. Branch is spending the summer in England.

Elizabeth Tiffany Mills is to be married to Mr. Andrew Miller Belfield on June 21, at Newton Centre, Mass.

Born in Worcester, Mass., January 26, 1911, to Mrs. Walter C. Seelye (Anne I. Barrows), a son, Laurenus Clark Seelye, 2nd.

Married.—Anna L. McWilliams to Mr. William P. Miller, winter of 1910, at Pasadena, Cal. Address, 135 West Washington Street, Hagerstown, Md.

Married.—Helen C. Woodward to Mr. Luke I. Wilson, January 30. Address, care Wilson Bros., Fifth Avenue, Chicago, Ill.

Ada C. Comstock was elected alumnae trustee by the Board of Trustees on June 19, in accordance with the nomination of the Alumnae Association.

Mary Barrows Irwin is spending the summer in Berkeley, Cal., where her husband is teaching in the State University.

Alice Lord Parsons is spending the summer abroad.

The class secretary, Lucy Stoddard, attended the annual meeting of the Association of Class Secretaries on June 19.

1898

Ethel Craighead's address is 2209 Pacific Avenue, Spokane, Wash.

The address of Mrs. Merrill F. Childs (Frances Shepard) is 1 Lyman Avenue, Easthampton, Mass.

1899

Mary Darling Fairbank was married February 22, 1911, to Mr. Thomas Aneurin Evans. Address, Rasalpura Mhow, Central India.

Born to Mrs. James U. Fogle (Amanda Harter), March 8, 1911, a son, Richard Harter.

Died.—Lois Angie Leonard.

Mrs. Roland R. Cutler (Mary Good-

now) has moved to South Sudbury, Mass.

The address of Mrs. A. E. Hunt, Jr. (Janet Roberts) is Water Witch Club, Highlands, N. J.

Marion Edwards Richards was married in New Haven, on June 16, to Mr. Charles Cutler Torrey.

The *Northampton Gazette* reported that 65 members of the class of 1899 marched in the alumnae procession. Edith Rand and Edith Burrage were all that were visible to the naked eye! Doubtless there were 63 astral bodies hovering about.

"Mrs. Katherine Seward DeHart of the class of 1899, Smith College, now of New York, gave a song recital in Assembly Hall, Smith College, last evening before an audience which greeted her with enthusiasm. Prof. Vieh was accompanist."

1900

Katharine Barton has been spending the winter in Sterlington, N. Y.—a little community where the people are greatly in need of uplifting influences. In a spirit of real friendliness and frank comradeship she has gradually made friends with her neighbors, who now look to her for sympathy and assistance in all their problems of housekeeping, cooking, and nursing. She has established sewing classes and a library for the circulation of books and games, and is trying to interest the women in planting gardens. Also, she has started a school which she will carry on next year with the aid of two Vassar women. Her own enthusiasm in the work has kindled that of the people, and there is promise of far-reaching good to the community.

Mrs. Everett E. Kent (Mary Wilder) presided at a meeting in March of the Jubilee celebrating the anniversary of the Woman's Board of Missions held in Tremont Temple, Boston. In April, Mrs. Kent and Ethel Gilman 1899 made a two weeks' trip to Bermuda.

Anne Merritt and Mary Taggart went

south in March, spending two weeks in Augusta, Ga., and a few days in Washington, D. C.

A son, Thomas Hamilton, was born in October, 1910, to Mrs. Walter Brem (Marion Winkler), in Colon, Canal Zone.

Mrs. Clayton K. Haskell (Bertha Groesbeck) has moved to Rochester, N. Y. Her address is Monroe Avenue, corner of Goodman Street.

Lucy C. Thayer is a teacher of biology at Medford, Mass.

Meta Bentley expects to spend the summer in Colorado with her family.

Faith Leavens is studying design, and has specialized on book plates, cards, and illuminations.

Mrs. Cleaveland Floyd (Harriet Goodwin) was one of the patronesses for an entertainment given in aid of Denison House, a college settlement institution in Boston.

The following members of the class were present at the Smith luncheon in New York: Aneita Brown, Margaret Holbrook Clark, Irene Butler James, Gertrude Knox, Edith Reid, Bessie Rogers, Mary Taggart, Margaret Vanderbilt, and Sarah Sanderson Vanderbilt.

Mrs. D. A. Murray (Annie Foster) has been in this country with her husband and two children for the past year, and expects to return to Osaka, Japan, during the summer.

Charlotte Eggleston is teaching in the Newtown High School—one of the New York City schools.

A son, Seth, was born to Mrs. Seth Minot Milliken (Alida Leese), August 6, 1910. Dr. and Mrs. Milliken spent several weeks in Bermuda last winter.

A son, Albert Savage Hutchinson, Jr., has been born to Mrs. Albert S. Hutchinson (Virginia Mellen).

Caroline Marmon sails on June 20 for Europe, and will spend the summer in the Austrian Tyrol.

Leonora Paxton is to be married June 27, to Dr. Charles Miller of Princeton, Ind.

Margaret Lyman expects to spend the summer in England.

A daughter, Josephine Phelps, was born, March 5, 1911, to Mrs. Albert E. Saunders (Elsie W. Bates).

A daughter, Anne, was born, October 12, 1910, to Mrs. Frederic Murray Ayers (Alma Hoegh), at Indianapolis, Ind.

Florence Shepardson is a teacher of English in the East Side Commercial and Manual Training High School at Newark, N. J. Her address is 212 Clifton Avenue, Newark, N. J.

A daughter, Winifred Loury, was born, February 22, 1911, to Mrs. Martin M. Post (Charlotte Marsh), at Worcester, Mass.

Ruth Perkins, who is Secretary to President John Willis Baer, of Occidental College, Los Angeles, will spend her summer vacation at home in Hampton, N. H.

Mina Kerr is Dean of Women at Downer College, Milwaukee, Wis.

Frances Kingsley is teaching Latin and algebra in the Springfield High School, Springfield, Mass.

Ada May Chandler is cataloguer at the Massachusetts Agricultural College Library, Amherst, Mass.

A daughter, Beatrice Elinor, was born, January 9, 1911, to Mrs. Charles E. Scott (Clara E. Heywood), at Tsingtan, China. She is the third daughter.

Edith I. Brown is teaching mathematics in the high school at Cranston, R. I.

A window entitled the "Angel of Peace," made by J. and R. Lamb, was dedicated on Easter Sunday in the Classon Avenue Presbyterian Church, Brooklyn, in memory of Carolyn Roys, second daughter of Mabel Milham Roys, of Wei Hsien, China. This is the church which supports Dr. and Mrs. Roys and the window was given by their friends in the church.

Married.—Stella R. Eldred to William Wallace Whitmore. Address, 1103 Fell Avenue, Bloomington, Ill.

Married.—Mabel L. Freeman to William E. Lower. Address, 6810 Euclid Avenue, Cleveland, O.

Married.—Georgia I. Robotham to Arnold Roberts Manchester. Address, 137 Palmer Avenue, Mamaroneck, N. Y.

Ex-1900

After July 1, 1911, Mrs. George Frederick Minns (Harriet P. Butler) will be in her new home at 4503 Tremont Avenue South, Minneapolis, Minn.

A daughter, Caroline, was born to Mrs. Joseph Ambrose Hall (Helen L. Parker), March 5, 1911, at Brookline, Mass.

Katharine M. Barrows is spending the year in Europe.

A daughter, Olive Frances, was born, August 11, 1910, to Mrs. Oliver P. Hussey (Anna F. Barnes), at Nashua, N. H.

Rachel Studley is Secretary at the Cleveland High School, Cleveland, Ohio.

A daughter, Lydia, was born to Mrs. Henry Cabot Weare (Lucy Foster), November 7, 1910, at Newtonville, Mass.

A son, Howell North, was born to Mrs. Howell North White (Eleanor Davidson), at Pottstown, Pa., February 24, 1911.

1901

Born to Mrs. Gardner Whitman Pearson (Alice France Duckworth), a daughter, the third child, Sarah Hill, October 1, 1910.

Married.—Louise C. Droste to Mr. W. Murray Sanders. Address, Marion, Ky.

Married.—Frances C. Buffington to Rev. George Charles Bartter, April 18, at Manila, P. I.

1902

Helen H. Atherton is to be married in June to Professor Charles Emory Govier, a member of the faculty in the Pennsylvania State College. Address, State College, Center County, Pa.

Dorothy A. Young's address is 908 DeGraw Avenue, Newark, N. J.

Married.—Helen C. Pease to Alfred G. Wightman. Address, Huntington, Mass.

Married.—Eda von Leska Bruna to Mr. Charles S. Fallows, youngest son of Bishop and Mrs. Samuel Fallows of Chicago, on July 2, in New York City. Address, Port Washington, L. I.

Margaret Holman announces her engagement to Mr. Robert Smiley McClelland, Amherst 1902, of Austin, Delta County, Colo.

1903

The address of Mrs. David H. Ray (Sara Beecher) is 251 Tompkins Avenue, St. George, Staten Island, N. Y.

Betty Knight was married on March 22 to Mr. Louis Aldrich.

Born to Mrs. Edward Avery (Janet Gilfillan), a son, Gilfillan Avery, on March 15, 1911.

Born to Mrs. Walter Glines (Ellen Gray Barbour), a daughter, Virginia Speary Glines, March 25, 1911, San Juan, Porto Rico.

1904

The address of Mrs. P. C. Staley (Margaret Nichols) is 5744 Holden Street, Pittsburg, Pa.

The address of Mrs. Frederic F. Lincoln (Alice Lothrop) is 153 West 84 Street, New York, N. Y.

Ex-1904.—Jeannie Jenkins has gone to China for three years. Address, care Rev. James B. Cochran, Hwai Yuen, via Nanking, China.

The address of Mrs. Lawrence A. Howard (Edith Bond) is 428 Prospect Avenue, Hartford, Ct.

The address of Mrs. Clifford H. Kendall (Margaret Leatherbee) is 615 West 143 Street, New York, N. Y.

Born, a son, Richard London, to Mrs. Hansen Moore (Lucie London), February 11, 1911.

Born, May 24, 1911, to Mrs. Hamilton Gibson (Brooke van Dyke), a daughter, Ellen van Dyke, at Sheffield, Mass.

Died, March 3, 1911, Eleanor, daughter of Mrs. George Norman Pease (Alice Boutwell), at Portland, Ore.

1905

The address of Mrs. Francis Adams,

Jr. (Florence Bannard) is now 7064 Perry Street, Chicago, Ill.

Married.—Grace A. Smucker to Edwin Schenck, Jr., at Overbrook, Pa., April 20.

Harriette P. Shadd's address is 2110 Fourteenth Street, Washington, D. C.

Alice W. Day was married on April 19, 1911, to J. William Fisher in Los Angeles. Mr. Fisher graduated from Cornell in 1905. Address, Rancho del Sol, Lemon Grove, San Diego County, Cal.

1906

The address of Mrs. Charles H. Kerr (Hazel Cary) is Creighton, Pa.

Married.—M. Lucille Abbott to Frank C. Cate. Address, 16 Mount Vernon Street, Reading, Mass.

Mrs. Clyde L. Eastman (Mary Holmes) is at San Antonio, Tex. She should be addressed—care of Lieut. Clyde L. Eastman, 28th Infantry, Fort Sam Houston, Tex.

A son, Wilson McBude Connell, Jr., was born to Mrs. Wilson McBude Connell (Mary S. Bukel), May 26, 1911.

Married.—Mary A. Wheeler to Mr. W. C. McNeill. Address, 901 R Street N. W., Washington, D. C.

The address of Mrs. Maxfield Cook (Hazel Goes) is 2335 Cedar Street, Berkeley, Cal.

The addresses of the following members of the class, are greatly desired by the secretary:

Helen Durkee.

Ruth Hoagland.

Effie Mountain.

Hallie Shearer.

Ruth Starks.

Leslie Kendal.

Emeline Williamson.

1907

Frances Taylor has announced her engagement to Laurence H. Whitney of Lawrence, Mass. Mr. Whitney is a graduate of Harvard in the class of 1905.

Born to Mr. and Mrs. Wilfred E. Playfair (Harriet L. Smith), a daughter, Barbara, April 6, 1911. Address,

676 Ninth Avenue West, Vancouver, B. C.

Born to Mr. and Mrs. Rodman Nichols (Sophie Harris), a daughter, Ruth Chapin, March 4, 1911.

Married.—On November 10, 1910, Valborg Sophia Smith to Dr. George Sheldon Adams. Address, Yankton, S. D.

The address of Mrs. Goodwin Beach (Ethel Curry) is 89 Elizabeth Street, Hartford, Ct.

The address of Mrs. Levi F. Nobles (Dorothy Evans) is Valyermo, Los Angeles Co., Cal.

The address of Mrs. Howard S. Wilkinson (Helen Treadwell) is 22 Beers Street, New Haven, Ct.

1908

Laura H. Pomeroy's new address is 50 Niles Street, Hartford, Ct.

The address of Mrs. Burritt S. Lacy (Kate Bradley) is Sewaren, N. J.

Married.—Caroline K. Vanneman to Charles A. Mealy. Address, 1028 Cathedral Street, Baltimore, Md.

The address of Mrs. C. F. Cutts (Eugenia Ayer) is 802 Blue Hill Avenue, Boston, Mass.

Married.—Edna Schell to Barrett Hanson Witherbee, April 29. Address, 1704 West Street, Honesdale, Pa.

Ethel Jenkins was married on June 8, to Mr. Bedford Leighton. Her address, after September 8, will be 82 Walnut Street, Binghamton, N. Y.

Ex-1908.—Married.—Helen McGraw Longyear to Lieut. Carroll Paul, at Brookline, March 25. Address, care U. S. Navy Dept., Washington, D. C.

1909

Married.—Maida Zulich, on April 25, 1911, to Dr. Frank L. Truitt. Mail addressed to 1304 N. Alabama Street, Indianapolis, Ind., will be forwarded.

Evelyn Smith has announced her engagement to Robert Palmer Trask of Ithaca, N. Y.

Elizabeth Alsop's engagement is announced to Lawrence H. Shepard of Brooklyn.

Helen Budd's engagement is announced to Victor Arthur Schwartz (Brown College 1907), of Newark, N. J.

Bertha Barnet was married in March to George Floyd. Address, 550 Forty-fourth Street, Brooklyn.

Julia Gragg was married on February 21 to Francis Derby Costello: married at Monterey, Cal.

Ruth Easton Hippee, ex-1909, has a daughter, Martha Hippee, born April 16.

Esther Swift has gone to Europe to spend a year.

On April 18, 1911, Katharine Sewall was married to Roswell M. Anotin. Address, 115 High Street, St. Albans, Vt.

Jane Wheeler has announced her engagement to Roland Lord O'Brien of Buffalo.

Mabel Fillmore was married on March 22, to Harry F. Cole. Address, Newburyport, Mass. In her wedding party were Carol Anderson and Margaret Dodge.

Early in March, Elizabeth Morris (Mrs. Elmer N. Whyte) had a son.

Hazel Payne has been married to J. Wilbur Van Evera. Address, 307 Locust Street, Virginia, Minn.

Margaret Dodge was married on April 22, 1911, to Gayden Wells Morrill, of Newburyport.

The class secretary is anxious to have the addresses of the following:

Hazel Burge.

Isabel May White.

The following engagements have been announced:

Amy Detmold to Mr. Winthrop P. Tucker.

Virginia Winslow to Mr. Edward Smith.

Edna Stoughton to Mr. Hugh B. Conover.

Marguerite Hume to Mr. Robert Sears, 2nd Lieut. 1st Infantry, U. S. A.

Early in July were married:

Marjorie Deshon to M^r. Larry McAfee, U. S. A.

Ellis Abbott to Mr. R. W. Gardner. Grace Hazeltine was married a few months ago to Mr. Francis M. Caughey.

Katharine Allawan was married, June 7, to Mr. John Simpson, 12 Russell Apartments, Dayton, O.

Born, on June 11, to Elizabeth Dickinson Bowker, a daughter, Jane.

Born, on May 5, to Mary Hadley Case, a son, Donald.

1910

Class baby—born March 26, 1911, at St. Paul, Minn., Helen Vyolet Howes, daughter of Mr. and Mrs. Almon D. Howes (Ada L. Evans).

The engagement of Mabel F. Havens to Emmett Smith Hamilton of Bayonne, N. J., has been announced.

The engagement of Florence Hopwood to Harold Carter has been announced.

The engagement of Josephine Keizer to Kenneth Littlejohn of Montclair, N. J., has been announced.

Alice Jacot and Mary Anne Staples are teaching at Blair Academy, Blairstown, N. J.

Mildred MacDonald is teaching Latin and mathematics in the Orange High School. Address, 76 North Main Street, Orange, Mass.

Louise Marden is to marry Prescott Franklin Wild on Wednesday, June 21.

Yeoli Stimson's address is 210 Euclid Avenue, Westfield, N. Y.

Gertrude Barry's address is 187 Harvard Street, Rochester, N. Y.

1911

The class officers for the next year are: Winifred Notman, president; Margaret Townsend, vice-president; Hazel Gleason, secretary; Marion Yeaw, treasurer.

Flora Ray was married to Mr. William Best on June 21, in St. John's Church, Northampton.

NOTICES

The editors of the *QUARTERLY* would be very grateful if those whose subscriptions expire with this issue would renew their subscriptions without further notice, as it would greatly facilitate the work of the business manager.

The editors of the *QUARTERLY* announce that the months of publication for the ensuing year will be November, February, April and July.

During the summer, can you not think of some one who would be glad to advertise in the *QUARTERLY*, and send the name to the business manager?

SENIOR DRAMATICS 1912

Applications should be sent to the General Secretary at 184 Elm Street, Northampton, not earlier than September 15 (applications sent before that date will be returned). Alumnæ are urged to apply for the Thursday evening performance if possible, as Saturday evening is not open to alumnæ, and there will probably not be more than one hundred tickets for Friday evening.

Each alumna is allowed one ticket, and may not use another name to secure extra tickets. No deposit is required to secure the ticket, which may be claimed on arrival in Northampton from the business manager in Seelye Hall. Tickets will be held only till 5 o'clock on the day of the performance, unless a request has been received to hold them later at the theatre. Appli-

cations are not transferable, and should be canceled at once if not wanted.

In May all those who have applied for tickets will receive a request to confirm the applications. Tickets will then be assigned only to those who respond to this request.

The prices of the seats will range on Thursday evening from \$1.50 to \$.75 and on Friday evening from \$2.00 to \$.75. The desired price of seat should be indicated in the application.

A fee of 10 cents is charged to all non-members of the Alumnae Association for the filing of the application. The fee may be sent to the General Secretary at the time of application.

Alumnae should keep this notice for reference, and bear in mind that the date of dramatics for 1912 begins with Thursday, June 13.

SET OF LANTERN SLIDES ILLUSTRATING COLLEGE LIFE

The Alumnae Association has a set of 75 lantern slides illustrating college life in general, Commencement, and the inauguration of President Burton. Any alumnae organization desiring the slides may apply to the General Secretary, 184 Elm Street, Northampton. They may also be used by any alumnae for exhibition to schools or clubs. The only charge is expressage and breakage in both directions.

REGARDING THE S. C. A. C. W.

At the Alumnae Prayer Meeting on June 17, a committee was appointed to find out whether an Alumnae membership to the S. C. A. C. W. was desirable and practicable and to report to the Advisory Committee of the S. C. A. C. W. It was felt that such a membership would not only be a source of income (probably for the salary of the General Secretary) but would bring the undergraduates into touch with those who had worked on the same problems in their own college life, and would make for continuity in the work of the Association. The organization would be as simple as possible, a chairman and a treasurer are suggested as its officers, and the dues \$1.00 a year. It was assumed that this membership list would be likewise a mailing list for the Reports of the S. C. A. C. W. except by special request. From the alumnae point of view the Committee feel that the work of the S. C. A. C. W. is well worth our interest and our financial support.

Any suggestions as to organization, or pledges of membership in case it is formed, will be welcomed by the Committee—Mary Byers Smith (1908) Chairman, Box 273, Andover, Mass., Miriam Titcomb (1901) Helen Bigelow (1910).

BOOK OF INAUGURATION PROCEEDINGS

Complimentary copies of the Inauguration Proceedings have been sent by the college to every graduate and to the non-graduates who are associate members of the Alumnae Association. If any alumna has changed her address recently, she should notify the former post office to forward the book. This book is in no sense a duplicate of the Inauguration number of the QUARTERLY, as the latter contains much else of great interest to alumnae. It will be sent by the business manager to any address upon receipt of twenty-five cents.

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"Wynken, Blynken and Nod,"	- - -	K. M. Sewell	.15
"Sweet and Low,"	- - -	Barnby-Dana	.08
"In Sherwood Lived Stout Robin Hood,"	- - -	M. Hatfield	.18

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